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Objectives, skills, and activities are listed for the retarded in primary and intermediate classes in the areas of sensory skills, reading, writing, numbers, science, and social skills; subjects for secondary classes (divided into two levels) are social adjustment, communication skills, number concepts, prevocational training, science, and social studies; audiovisual materials and field trips are suggested. A curriculum guide covers the areas of student evaluation, arts and crafts, health and physical education, home economics, industrial arts, library use, music, and prevocational training. Each area contains a list of objectives; some provide special outlines for intermediate and primary students. (LE)

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CURRICULUM GUIDE

for

Aiding Teachers in Establishing Academic Programs for the Mentally Retarded

NORTH CAROLINA DEPARTMENT of MENTAL HEALTH

CASWELL CENTER
Kinston, N. C.

O'BERRY CENTER
Goldsboro, N. C.

MURDOCH CENTER
Butner, N. C.

WESTERN CAROLINA CENTER
Morganton, N. C.

EC003 455

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TRAINING AND EDUCATION DEPARTMENT CURRICULA

Murdoch, Western Carolina, O'Berry & Caswell Centers
North Carolina

July 1967

PRIMARY SECTION

(Readiness-Pre-Primary-Primary)

INTRODUCTION

Realizing that many of our residents come from varied educational and cultural backgrounds and recognizing that he might be on a short or long term placement we take the child where he is and carry him as far as he is able to go with the following objectives in mind:

1. Learning that school life must be orderly and that necessary routines must be followed by everyone.
2. To develop a respect for rules and regulations in the school, living unit and community.
3. To help create a pride in, and a responsibility for, the care of the classroom and the school.
4. To help build desirable habits of health, safety, and good citizenship.
5. To aid in developing job skills.
6. To improve attitudes toward work.
7. To develop in each child a readiness for the subsequent acquisition of essential knowledge skills, habits and attitudes.
8. To assure in the child a feeling of being loved, wanted, needed, and accepted.
9. To help each one accept his limitations.
10. To teach each child to finish what he undertakes, so that he can have a sense of achievement and success.
11. To encourage expression of ideas and feelings.
12. Learning how to take care of his own property.
13. Learning to share with other children in a willing and friendly spirit.
14. To participate in leisure time activities.
15. To reinforce skills already learned.
16. To help the child gain a greater concept of himself.
17. To build up ego strength and self-confidence.
18. To follow oral directions in all subject areas.

ACADEMICS

I. Sensory Skills

A. Visual Discrimination
1. The ability to note likenesses and differences
2. The ability to sort by categories
3. The ability to recognize colors

B. Visual Memory
1. The ability to recall objects, figures and words
2. The ability to reproduce objects, figures and words

C. Auditory Discrimination
1. The ability to identify sounds
2. The ability to reproduce sounds and rhythms

D. Auditory Memory
1. The ability to follow directions
2. The ability to reproduce or repeat words, phrases, sentences, stories and ideas

E. Eye-Hand Coordination
1. The ability to cut, color, paint, trace and match pictures
2. The ability to write one's name, work puzzles and play games

F. Left-To-Right Eye Movements
1. The ability to use left-to-right eye movements for the bulletin boards, chalk board and flannel board
2. The ability to use left-to-right eye movements for reading scrapbooks, experience charts, preprimer and primers

G. Speaking Skills
1. The ability to use an increasing speaking vocabulary
2. The ability to speak distinctly in whole sentences

H. Listening Skills
1. The ability to listen attentively, purposefully, politely and discriminately
2. The ability to listen for pleasure

I. Touch
1. To distinguish between hard, soft; rough, smooth; hot, cold; sharp, dull; and differences in texture of materials

J. Taste
1. The ability to distinguish between sweet, sour; salty, bitter; hot and cold food

K. Smell
1. The ability to distinguish between odors

SENSORY ACTIVITIES

The following activities are merely suggestive of the type which can be used beneficially to develop the various skills relating to sensory development.

Visual Discrimination

1. Match colors, shapes, sizes and objects
2. Recognize color names
3. Read and write color names
4. Observe differences in the weather
5. Note differences in pets
6. Sort pictures by categories: family, houses, pets, toys
7. Note the lineness in words
8. Note which children's names, months and days begin alike
9. Word skills
10. Show and tell experiences

Visual Memory

1. Name the objects in a box after brief exposure of the objects
2. List the things seen on a field trip or a short walk
3. Recall objects observed in a picture
4. Reproduce a simple figure after it has been shown briefly
5. Reproduce two simple figures
6. Reproduce more complex figures

Auditory Discrimination

1. Identify gross sounds
2. Identify classmates' voices
3. Identify sounds in the environment
4. Identify letter sounds of words (phonetic)
5. Identify rhyming words
6. Make a scrapbook and charts of pictures beginning with certain sounds
7. Identify high and low notes
8. Identify loud and quiet sounds
9. Clap, skip, run and hop to music
10. Play tapping games
11. Show and tell experiences

Auditory Memory

1. Act out directions
2. Carry out a series of directions
3. Learn nursery rhymes
4. Learn simple songs
5. Learn finger plays
6. Dramatize simple stories
7. Repeat a word, phrase, or sentence
8. Repeat a short story told by the teacher
9. Relate simple message
10. Games

Eye-Hand Coordination

1. Cut out pictures
2. Color pictures
3. Work with large wooden puzzles, puzzle games and wooden blocks
4. Trace with a large crayon
5. Paint pictures
6. Participate in rhythm activities
7. Play bean bag and ring-toss
8. Work dot-to-dot pictures
9. Play simple educational games
10. Write name
11. Make and use a puppet show
12. Learn finger plays

Left-To-Right Eye Movements

1. Read words and phrases from the bulletin board
2. Read labels, picture titles and names
3. Read picture stories
4. Read rhymes on blackboard
5. Read chalk board and chart stories
6. Make scrapbooks that tell a story
7. Trace name and other words
8. Use left-to-right guide lines
9. Put picture stories in proper sequence
10. Read illustrated flannel-graph stories

Speaking Skills

1. Go on short walks and field trips. Plan and discuss
2. Use the telephone
3. Use picture scrapbooks
4. Take part in construction activities. Plan and discuss
5. Work on class projects. Plan and discuss
6. Plan and discuss class parties
7. Give informal reports
8. Dramatize a story
9. Listen to stories and records
10. Participate in puppet shows
11. Choral reading
12. Learn to use common everyday words and phrases in real-life situations

Listening Skills

1. Listen to stories, poems and records
2. Echoing
3. Choral speaking
4. Listen to a story and dramatize
5. Follow directions
6. Follow a series of directions
7. Listening games
8. Relate a message
9. Plan a party
10. Group discussions

II. Reading

A. Reading Vocabulary

1. The ability to read those words in his environment which have meaning for him and which are useful to him.
2. The ability to read words necessary for his safety.
3. The ability to attack new words by using phonetic analysis.

B. Reading Readiness

1. The ability to acquire an experience background that will make reading a meaningful pursuit.
2. The ability to do those activities which will lead to success in the reading process.

READING ACTIVITIES

Reading Vocabulary

1. Names
    a. Classmates and center personnel
    b. Family
    c. Community helpers
2. Names of objects in the room
3. Names of numbers up to ten
4. Names of colors
5. Simple directions
6. Action words
7. Safety words
8. Names of months
9. Names of the days of the week
10. Words used with frequency in the child's environment which are useful to him: hello, good-by, thank you and please.
11. Experience charts

Reading Readiness

1. Arrange pictures in order of sequence.
2. Look at a picture and tell a story
3. Make picture and tell a story
4. Go on planned short walks and field trips. Build an experience chart
5. Listen to a story. Make a movie of the story
6. Individual and group reports
7. Construction activities
8. Make collections and label
9. Telephone conversations
10. Choral reading, rhythm band, singing and dancing
11. List of room duties with childrens' names corresponding to them
12. Use of short words or phrases under a child's art work
13. Written directions on the blackboard
14. Poem on the blackboard
15. Teacher leaves a note on the child's desk
16. Experience charts
17. Mimeographed stories
18. Use of calendar and weather chart daily
19. Record temperature daily
20. Draw a picture of a word, sentence or story
21. Dramatize action words
22. Games for drill
23. Build sight vocabulary through words and pictures
24. Make a picture dictionary of initial consonant sounds
25. Make a scrapbook of homes, pets, or animals
26. Hobby club activities. Invite another class to view hobbies.
27. Use life experiences to build vocabulary and develop good attitudes toward the reading process
28. Reading table
29. Trips to the library
30. Invite another class to come in and share one of their good stories

III. Writing Skills

1. The ability to maintain a good posture
2. The ability to keep the letters resting on a base line
3. The ability to write neatly
4. The ability to write legibly
5. The ability to write accurately
6. The ability to trace letters
7. The ability to use uniform letter formation
8. The ability to form letters
9. The ability to space words uniformly
10. The ability to write own name
11. The ability to trace words
12. The ability to copy letters and words
13. The ability to copy accurately labels and signs
14. The ability to copy accurately words and sentences
15. The ability to copy accurately two or three sentences composed by the group
16. The ability to copy accurately a short story or composition composed by the group
17. The ability to copy accurately simple thank-you notes and invitations
18. The ability to use a period at the end of a telling sentence
19. The ability to use a question mark at the end of an asking sentence
20. The ability to use a capital letter in the first word in a sentence
21. The ability to use a capital letter in the word I
22. The ability to use a capital letter for his name and other proper names
23. The ability to write thank-you note with some help
24. The ability to write an invitation with some help

Writing Activities

1. The child writes his name on the chalkboard when he must leave the room
2. Set up class standards for good writing
3. Write name at every reasonable opportunity
4. Trace over the outline of sandpaper letters with fingers
5. Trace letters or words in a pan of clay with an orange stick, a wooden skewer or stylus
6. Trace letters in a stencil
7. Make a scrapbook. Copy the name under each picture
8. Make a scrapbook and copy a simple statement about each picture
9. Develop cooperatively a thank-you note and copy it
10. Develop cooperatively an invitation and copy it
11. Develop cooperatively a composition about a group experience and copy
12. Write a title to a story with some help
13. Write a title to a poem with some help
14. Write a title for a scrapbook
15. Write a simple statement about a meaningful experience
16. Write a simple statement about his own drawing or painting
17. Write two or three sentences about a field trip
18. Write one question which he would like to ask a visitor
19. Write one question concerning what he would like to discover on a field trip
20. Make a label for his drawing or paper on the bulletin board
21. Make a scrapbook in connection with a unit activity. Write a simple statement about each picture or drawing
22. Make a movie of a group experience or a favorite story and write a short sentence about each picture
23. Make a movie or flip-picture about good health rules. Write a sentence about each
24. Keep a current calendar. Write in the names of the days of the week and the months

IV. Number Concepts

1. Concept of up and down and relationship
2. Concept of in and out and relationship.
3. Concept of on and off and relationship
4. Concept of big and little relationship
5. Concept of beginning and end and relationship.
6. Concept of before and after relationship
7. Concept of tall and short relationship
8. Concept of high and low and relationship
9. Concept of near and far and relationship.
10. Concept of long and short relationship
11. Concept of early and later relationship
12. Concept of fast and slow relationship
13. Concept of on time.
14. Concept of round and square.
15. Concept of night and day
16. Concept of circle - circles.
17. Concept of winter and summer.
18. Concept of curved and straight relationship.
19. Concept of morning and afternoon
20. Concept of under and over relationship
21. Concept of heavy and light relationship
22. Concept of beneath
23. Concept of noon
24. Concept of boxful.
25. Concept of all and some.
26. Concept of many
27. Concept of jarful.
28. Concept of warm and cool and relationship.
29. Concept of pailful
30. Concept of thick and thin and relationship
31. Concept of cupful and glassful
32. Concept of empty and full and relationship
33. Concept of narrow and wide relationship
34. Concept of whole and part relationship
35. Concept of spoonful.
36. Ability to tell one's age
37. Concept of one to one correspondence
    Ex. Place one spoon in one glass
38. Concept of each
39. Concept of more and less and relation.
40. Concept of next.
41. Concept of pair.
42. Concept of few and many
43. Concept of one half of single objects
44. Concept of close - closer
45. Concept of quickly and slowly and relationship
46. Concept of less than, more than and relationship
47. Concept of numbers from one through five
48. Ability to associate time with important daily activities
49. Concept of handful
50. Concept of faster and slower and relationship
51. Concept of fastest and slowest and relationship

52. Concept of the words: clock, hour and o'clock.
53. Concept of slow, slower, slowest
54. Concept of age.

55. Concept of fast, faster, faster.
56. Concept of taller and shorter and relationship
57. Concept of more and most
58. Ability to count articles or objects to five
59. Concept of tallest and shortest
60. Concept of one cent
61. Concept of tall, taller, tallest
62. Ability to do rote counting to five
63. Concept of short, shorter, shortest.
64. Concept of higher and lower and relationship.
65. Concept of highest and lowest and relationship
66. Ability to tell time by the hour and half-hour.
67. Ability to tell birth date.
68. Concept of late, later, latest
69. Concept of group of objects
70. Ability to recognize the size of small groups, up to five without counting
71. Concept large and small
72. Concept of bigger and smaller
73. Concept of add to
74. Concept of add, in, all, altogether
75. Ability to add and substract with objects
2 and 2
2 from 4
76. Concept of take away from
77. Ability to add and subtract with objects
2 and 1
1 and 2
2 from 3
1 from 3
78. Concept of none.
79. Ability to add and subtract with objects
1 and 1
1 from 2
80. Ability to add and subtract with objects
3 objects 1 object
1 object 3 objects
3 and 1
1 and 3
3 from 4
1 from 4
81. Recognition of grouping of 2 groups of 2 objects as basis for development of later concepts in multiplication and division
82. Ability to add and subtract with objects
4 objects and 1 object 4 and 1
1 object and 4 objects 1 and 4
4 from
1 from 5

83. Concept of biggest and smallest
84. Concept of big, bigger, biggest

85. Concept of small, smaller, smallest
86. Concept of middle
87. Concept of above and below
88. Concept of top and bottom
89. Concept of early, earlier, earliest
90. Ability to do rote counting to ten
91. Money
    a. understanding of money value
    b. to know that money is used to buy things
    c. to know that people, including his parents, are paid money for work they do.
    d. to recognize coins
    e. to make change of money up to a dollar
    f. understanding of the meaning of the symbol ¢
    g. to identify and write money with ¢ symbol through 99¢
92. Ability to recognize symbols as related to objects up to five
93. Calendar
    a. concept of the week
    b. concept of the school week
    c. concept of the week being composed of seven days
    d. ability to name current month
    e. ability to name last month
    f. ability to name next month
    g. concept of days of week in sequence
    h. concept of the seasons
    i. holidays to be developed as holidays arise
94. Ability to recognize symbols as related to objects up to nine
95. Ability to read number symbols through nine
96. Concept of the same as
97. Meaning of subtract
98. Ability to write the number symbols 1, 4, 7, 9
99. Concept of expensive and cheap
100. Ability to write the number symbols 2, 3, 5, 6, 8
101. Ability to read numbers through 19
102. Ability to read the numbers through 30
103. Ability to read the day of the month
104. Concepts of measurements
105. Ability to add and subtract with objects
    3 and 2
    2 and 3
    3 from 5
    2 from 5
106. Ability to read number names 1 through 10
107. Ability to add and subtract with objects
    5 and 1
    1 and 5
    5 from 6
    1 from 6
108. Ability to add and subtract with objects
    4 and 2
    2 and 4
    4 from 6
    2 from 6
109. Ability to group six objects into two groups of 3 each; into 3 groups of 2 each

110. Ability to add and subtract with objects
        4 and 4
        4 from 8

111. Ability to count through 100
112. Meaning of a quarter of single objects
113. Ability to write number symbols through 100
114. Relationship of 100 pennies to a dollar
115. Meaning of one-half and one-fourth of a group of eight objects
116. Concept of couple
117. Ability to count by 2's through 30
118. Concept of allowance
119. Concept of fare
120. Ability to count by 5's through 100
121. Ability to add and subtract with objects
        5 and 5
        5 from 10
122. Meaning of one-half of a group of 2 through 12
123. Ability to group objects into two groups of 5 each; into 5 groups
124. Concept of postal tems
    a. stamps
    b. Special Delivery
    c. Air Mail, etc.
    d. postal card
    e. self stamped envelope
125. Ability to count by 10's through 100
126. Ability to add and subtract with objects
        6 and 1   6 from 7
        1 and 6   1 from 7
127. Ability to add and subtract with objects
        4 and 3   4 from 7
        3 and 4   3 from 7
128. Concept of ordinal numbers
129. Ability to use ordinal numbers through tenth
130. Ability to add and subtract with objects
        7 and 1   7 from 8
        1 and 7   1 from 8
131. Ability to use ordinal numbers with calendar
132. Ability to add and subtract with objects
        5 and 2   5 from 7
        2 and 5   2 from 7
133. Ability to add and subtract with objects
        8 and 1   8 from 9
        1 and 8   1 from 9
134. Meaning of one-half and one-fourth of a group of twelve objects
135. Concept of dozen
136. Concept of half-dozen
137. Ability to group nine objects into groups of 3 each
138. Ability to add and subtract objects
139. Ability to add and subtract with objects
        5 and 3   5 from 8
        3 and 5   3 from 8
140. Ability to add and subtract with objects
        9 and 1   9 from 10
        1 and 9   1 from 10

141. Ability to add and subtract with objects

7 and 2	7 from 9
2 and 7	2 from 9

142. Ability to add and subtract with objects

6 and 3	6 from 9
3 and 6	3 from 9

143. Ability to add and subtract with objects

8 and 2	8 from 10
2 and 8	2 from 10

144. Ability to add and subtract objects

5 and 4	4 from 9
4 and 5	5 from 9

145. Ability to add and subtract with objects

7 and 3	7 from 10
3 and 7	3 from 10

146. Ability to add and subtract with objects

6 and 4	6 from 10
4 and 6	4 from 10

147. Ability to add and subtract without objects

148. Mastery of the addition combinations and their reverse:

$$\begin{array}{cccc} 2 & 2 & 1 & 3 \\ \underline{2} & \underline{1} & \underline{1} & \underline{1} \end{array}$$

149. Mastery of substraction combinations:

$$\begin{array}{cccc} 4 & 3 & 2 & 4 \\ \underline{2} & \underline{2} & \underline{1} & \underline{3} \end{array}$$

150. Ability to group ten objects into one group of ten; two groups of 10 three groups of ten, etc., through ten groups of 10

151. Ability to add two-place numbers with sums not to exceed 99

152. Ability to write two, 2 place numbers in a column from dictation

153. Ability to add 2 addends of unequal length without carrying

154. Ability to subtract a two-place number from a two-place number with the minuend not exceeding 99

155. Ability to group twelve objects into four groups of 3 each; into groups of four each

V. Science

A. Seasons and Weather

1. Effect to change on man
    a. hurricane
    b. tornadoes
    c. floods
    d. blizzard
    e. temperature, etc.

B. The Universe

1. Stars
2. Moon
3. Sun

C. The Earth

1. Mountains and volcanoes
2. Rivers and oceans
3. Pre-historic life
4. Rocks
5. Erosion
6. Non-living things

D. Living Things

1. The social life of animals
2. Adaptations for protection
3. Life cycle of plants and animals
4. How living things obtain their food
5. Homes of living things
6. How plants and animals serve man
    a. food
    b. clothing
    c. recreation

SCIENCE ACTIVITIES

1. Making individual thermometers.

2. Collecting materials for science corner, -- leaves, rocks, shells, etc.

3. Viewing movie and filmstrips.

4. Experiences.

5. Discussions

   a. changes taking place outdoors
   b. birds
   c. animals
   d. plants and trees
   e. happenings in the home

6. Making pictures with paint, finger paint, crayons, or scraps of paper, showing animal activity, people's activities depicting seasonal trees and flowers.

7. Taking walks to nearby parks or woods around the school neighborhood.

8. Finding answers to questions
   a. where will the sauirrels stay all winter?
   b. what happens to the seeds that blow away?
   c. why do some trees lose their leaves and others not?
   d. are the trees dead?
   e. where are the birds going?
   f. what is frost? snow? ice?

SOCIAL SKILLS SEQUENCES

The Family

a. Members of the family
    (1) immediate family in the household
    (2) relatives who visits or are visited

b. Mother's work
    (1) cooking
    (2) cleaning
    (3) washing
    (4) sewing
    (5) shopping
    (6) dressing and caring for children
    (7) helping children to school

c. Father's work
    (1) working away from home and earning money
    (2) helping in the home

d. Children's work
    (1) helping with household tasks
    (2) caring for personal belongings
    (3) caring for pets
    (4) respecting and obeying others

Health and Hygiene

a. Personal appearance
    (1) care of clothes
    (2) care of face, neck, hands, nails
    (3) care of hair
    (4) care of shoes, stockings

b. Personal hygiene and cleanliness
    (1) baths
    (2) teeth
    (3) handwashing
    (4) nail and nail bitting
    (5) use of handkerchief
    (6) toilet habits
    (7) hair care

c. Play and exercise
    (1) need for play
    (2) kinds of play
    (3) places for and amount of excercise

d. Rest and Sleep
    (1) need for rest and sleep
    (2) preparation for bed
    (3) healthy sleeping conditions
    (4) use of individual toilet accessories

Food

a. Daily Food
   (1) recognition and names of fruits, vegetables, and meat
   (2) recognition of milk as a food

b. Recognition and names of food
   (1) for a good breakfast
   (2) for a good lucheon
   (3) for a good dinner or supper

c. Precautions in Eating
   (1) dangers of over-eating
   (2) dangers of under-eating
   (3) dangers of too many sweets
   (4) dangers of eating between meals
   (5) dangers of washing down food

d. Good eating habits
   (1) benefits of chewing food well
   (2) benefits of eating some of each kind of food daily

e. Preparation of simple dishes
   (1) orange juice
   (2) toast
   (3) cooked cereals
   (4) salads
   (5) sandwiches

f. Proper garbage disposal

Shelter

a. Need for a home as a place for
   (1) nourishment
   (2) rest
   (3) safety
   (4) recreation
   (5) enjoyment
   (6) privacy

b. Rooms in the home
   (1) kitchen
   (2) dining room
   (3) bedroom
   (4) living room
   (5) bathroom

c. Heat in the Home
   (1) coal, wood
   (2) pil
   (3) gas, electricity
   (4) heat supplied

d. Electrical appliances in the home
   (1) light, lamps
   (2) toasters

- (3) iron
- (4) vacuum cleaner
- (5) washing machine

e. Additional home comforts
- (1) telephone
- (2) radio
- (3) phonograph
- (4) television

f. Ways of living harmoniously with others
- (1) share rooms
- (2) respect the belongings of others
- (3) consider the rights of others
- (4) spend time together agreeably
- (5) keep things in proper places
- (6) share personal belongings
- (7) respect each others friends

Clothing

a. Study of wardrobes
- (1) recognize and name materials of clothing
- (2) clothes for cold weather
- (3) clothes for hot weather
- (4) clothes for stormy weather

b. Care of clothes
- (1) at homes
- (2) at school
- (3) away from home (movies, other people's homes)

c. Dress-up clothes
- (1) parties
- (2) Sunday
- (3) special occasions

d. Playtime clothes
- (1) kind
- (2) care

e. Underclothing
- (1) kinds
- (2) care
- (3) amount

f. Night clothes
- (1) kind
- (2) care

Safety in the Home and Living Unit

a. Hazards causing wounds
- (1) pointed objects

        (2) sharp edges - tin, glass, blades
        (3) heavy objects falling

- b. Hazards causing falls
    - (1) toys out of place
    - (2) climbing
    - (3) slippery surfaces
    - (4) unprotected windows
- c. Hazards causing burns, scalds
    - (1) matches
    - (2) kitchen not a place to play in
    - (3) misplaced pot handles
    - (4) cleaning fluids
    - (5) untested bath water
- d. Electrical hazards
    - (1) outlets
    - (2) broken equipment
    - (3) wet hands
    - (4) electric fans and appliances
    - (5) Christmas tree and party decorations
    - (6) electric toys
- e. Hazards from poisons
    - (1) medicines
    - (2) cleaning fluids

Manners and Courtesy in the Home and Living Unit

- a. Manners at the table
    - (1) when eating
    - (2) when passing and receiving food
    - (3) when handling utensils
- b. Courtesy to others
    - (1) parents
    - (2) other children
- c. Manners at a party
    - (1) in own home
    - (2) at home of others
- d. Telephone manners
- e. Courtesy to visitors
- f. Courtesy to others in home and living unit
    - (1) in halls, on stairs
    - (2) to neighbors on leaving
- g. Proper use and respect for public property
    - (1) use of halls
    - (2) use of stairs

- (3) defacing building
- (4) breaking windows
- (5) marring walls

h. Courtesy in speech
- (1) courteous greeting
- (2) courteous requests

Recreation - Fun in the Home and Living Unit

a. Having fun alone
- (1) collect things
- (2) color pictures
- (3) make doll's clothes (girls)
- (4) make models (boys)
- (5) read books
- (6) play with toys
- (7) make scrap books
- (8) make puzzles

b. Having fun with others
- (1) play games
- (2) dramatize playing house, school

c. Having fun with a group
- (1) play games (tail on donkey)
- (2) guess games (quiz games)
- (3) dramatize charades
- (4) holiday fun

d. Planning fun with the family and center personnel
- (1) occasions for a party
- (2) plans for a party
- (3) food for a party
- (4) Party games
- (5) plan picnic
- (6) plan for a trip
- (7) party manners

e. Using the radio and television
- (1) share with others
- (2) plan time for use

The Neighborhood

People

a. Why we want friends

b. Where we find friends

c. How we select friends
- (1) appearance
- (2) good manners
- (3) fair play
- (4) good behavior

d. How we enjoy our friends
    (1) willingness to go places together
    (2) willingness to play together
    (3) willingness to share

e. People to avoid as friends
    (1) bad reputation
    (2) belong to gangs

f. Neighbors
    (1) who they are
    (2) our responsibilities toward them
    (3) what we expect from them

Food

a. Transportation of food to the neighborhood
    (1) milk trucks
    (2) bread trucks
    (3) meat trucks
    (4) vegetable trucks

b. Food stores in the neighborhood
    (1) stores that sell meat
    (2) stores that sell vegetables
    (3) stores that sell groceries
    (4) stores that sell baked goods
    (5) stores that sell fish
    (6) stores that sell cooked foods

c. Super-markets
    (1) names of those in neighborhood
    (2) location of those in neighborhood
    (3) shopping at a super-market

d. People who work in food stores
    (1) owners
    (2) managers
    (3) clerks
    (4) stock clerks
    (5) delivery boys
    (6) their appearance
    (7) their personal habits

e. Restaurants

f. Errands to the store
    (1) know what is wanted
    (2) know where it is sold
    (3) wait turn in store
    (4) be polite and well behaved
    (5) count change
    (6) return home promptly

Clothing

- a. What clothes are made of
  - (1) story of wool
  - (2) story of cotton
  - (3) story of nylon
  - (4) story of rubber

- b. Care of different kinds of cloth
  - (1) wool
  - (2) cotton
  - (3) nylon
  - (4) rubber

- c. Sizes of clothes
  - (1) hat size
  - (2) dress, coat, suit sizes
  - (3) shoe and stocking sizes
  - (4) glove size

- d. Where and how to shop for clothes
  - (1) shoe stores
  - (2) local stores
  - (3) department stores
  - (4) by mail

Shelter

- a. Types of houses in the neighborhood
  - (1) tenements
  - (2) apartment houses
  - (3) project houses
  - (4) private houses

- b. Steps in building a house
  - (1) planning
  - (2) foundation
  - (3) outside
  - (4) inside
  - (5) finishing
  - (6) decorating

- c. Materials needed in building
  - (1) wood
  - (2) brick and stone
  - (3) sand and cement
  - (4) pipes and wire
  - (5) fixtures
  - (6) glass
  - (7) paint and plaster

- d. People who build a house
  - (1) carpenters
  - (2) bricklayers and masons
  - (3) plumbers

    - (4) electricians
    - (5) plasterers
    - (6) painters
    - (7) steam fitters

- e. People who maintain a house
    - (1) janitor - superintendent
    - (2) other workers, if any, as porters, elevator operators

Health and Hygiene

- a. People who make us well
    - (1) nurses
    - (2) doctors
    - (3) dentists
    - (4) inspectors
    - (5) teachers
    - (6) mother

- b. Agencies that help us keep well
    - (1) hospitals
    - (2) clinics

Street Safety

    - (1) proper crossings
    - (2) obedience to signals

- b. Play Street
    - (1) on the street
    - (2) at the playground
    - (3) in the school

- c. Winter safety

- d. Summer safety

- e. Travel safety
    - (1) manners while waiting for a vehicle
    - (2) manners while boarding a vehicle
    - (3) manners on a vehicle
    - (4) manners on leaving a vehicle

- f. Safety signs
    - (1) recognize and read
    - (2) not where seen

- g. People who work for safety
    - (1) firemen
    - (2) policemen

Recreation

- a. Play places in the neighborhood
    - (1) parks
    - (2) playgrounds

        - (3) club houses
        - (4) gymnasiums

    - b. Neighborhood movies
        - (1) location
        - (2) program selection
        - (3) behavior at movies

Transportation

- a. Modes of travel in the neighborhood
    - (1) bus
    - (2) subway
    - (3) taxis

- b. Fares - transfer route

- c. Workers and their work
    - (1) drivers
    - (2) maintenance men

Places of Neighborhood Interest

- a. Public building
    - (1) schools
        - (a) to know the name, location and use of rooms and places in school
    - (2) police station
    - (3) fire house
    - (4) post office
    - (5) libraries, museums
    - (6) parks

- b. Private buildings
    - (1) churches
    - (2) factories
    - (3) stations, docks
    - (4) hotels, theater

Neighborhood Behavior

- a. Neighborhood cooperation and responsibility
    - (1) manners at public gatherings
    - (2) responsibility towards property
    - (3) respect for and cooperation with all workers
    - (4) responsibility for neighborhood cleanliness

FIELD TRIPS

a. Local
  - (1) Fire Station
  - (2) Post Office
  - (3) Grocery Store
  - (4) Pig Farm
  - (5) Greenhouse
  - (6) Cattle Farm
  - (7) Poultry Farm
  - (8) Police Station
  - (9) Department Stores
  - (10) Shopping Centers
  - (11) Restaurants
  - (12) Movies
  - (13) Banks
  - (14) Bus Rides
  - (15) Bakeries
  - (16) Dairies
  - (17) Newspaper Office
  - (18) Churches

b. Surrounding Communities
  - (1) Children's Museum
  - (2) Drive-Ins
  - (3) Airports
  - (4) Train Rides
  - (5) State Parks
  - (6) Dams
  - (7) Factories (cigarette factories)
  - (8) Drink Companies
  - (9) Meat Factories
  - (10) Historical Sites (U.S.S. N.C., Fort Macon, Williamsbur, Va., Washington, D.C., Neuse Cliffs, etc.)
  - (11) Zoos
  - (12) Beaches

c. Films and Filmstrips

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INTERMEDIATE SECTION

TEACHERS SHOULD NOTE THAT THE OBJECTIVES LISTED ARE IMPORTANT TO THE INTERMEDIATE LEVEL ACCORDING TO THE TEACHING LEVEL. THIS CURRICULUM IS BASED ON TWO PARTS - LEVEL I. FOR INTRODUCTION AND SIMPLE ACADEMIC SKILLS AND LEVEL II FOR A MORE ADVANCED FOLLOW-UP. (IT IS A CONTINUATION OF LEVEL I.)

A. ACADEMIC DEVELOPMENT

1. Academic Readiness (Level I)
   a. Language - communicative skills
      (1) Letters - learn alphabet
      (2) Cutting out letters through tracing
      (3) Letter flash cards
      (4) Flannel graph letter
      (5) Find letters of one's name
      (6) Duplicating letter books
      (7) Trace their names
      (8) Phonetic skills
      (9) Simple letter writing
      (10) Recognition of days, months and holidays
      (11) Manuscript exercises
      (12) Simple grammar usage
      (13) Identifying objects
      (14) Book review
      (15) Use of tape recorder
      (16) Vocabulary drills

   b. Motor skills
      (1) Drawing
      (2) Cutting
      (3) Pasting
      (4) Games
      (5) Coloring

   c. Number concepts
      (1) Use of many versus few
      (2) Grouping like numbers together
      (3) Use of small change (1¢ to $1.00)
      (4) Small versus large
      (5) First and last
      (6) Empty - full
      (7) Equal - unequal
      (8) Defining a set (modern math)
      (9) Knowledge and use of arithmetic signs and symbols
      (10) Recognition of numbers to 100
      (11) Write numbers to 50
      (12) Knowledge of number names from 1 - 10
      (13) Recognize fractional parts (whole, half, fourth)
      (14) Addition and subtraction for two digit numbers
      (15) Time (hour, half and quarter)
      (16) Introduction to measurement

   d. Science
      (1) Insects
      (2) Animals
      (3) Seasons
      (4) Solar system

      (5) Sound
      (6) Plants
      (7) Magnets

   e. Health and safety
      (1) Health practices
         (a) Good grooming
         (b) Foods
         (c) Understanding the body
         (d) Five senses

      (2) Safety practices
         (a) Prevention of fire
         (b) Observe safety rules (railroad, highway, and water)

   f. Class routine and work assignment
      (1) Answering roll
      (2) Devotional
      (3) Pledge to flag
      (4) Individual and group work

2. Developing Academic Skills (Level II)
   a. Language arts
      (1) Drawing
      (2) Flash cards
      (3) Use of duplicating materials
      (4) Emphasize the different seasons, holidays, days of the week, and months of the year
      (5) Oral exercise - self-expression - group expressions
      (6) Manuscript and cursive exercises
      (7) Introduction and usage of dictionary
      (8) Words, groups and phrases
      (9) Learning meanings of words
      (10) Copying from chalkboard
      (11) Use of controlled readed
      (12) Word recognition games
      (13) Chalkboard exercises
      (14) Word building exercises
      (15) Use of library
      (16) Phonetic and alphabet exercises
      (17) Introduction to use of telephone
      (18) Spelling exercises

   b. Oral and motor skills
      (1) Book review
      (2) Use of tape recorder
      (3) Listening to story records
      (4) Viewing educational TV programs
      (5) Pronunciation exercises
      (6) Oral reading
      (7) Practice greeting and addressing people
      (8) Instruction in asking questions
      (9) Introduction to use of newspaper
      (10) Chapel program
      (11) Informal group discussion
      (12) Note and letter writing
      (13) Emphasize grammar usuage
      (14) Learning names of classmates, teachers, parents

- c. Number concepts
  - (1) Time
  - (2) Functional knowledge of money
  - (3) Emphasize measurements (liquid and dry)
  - (4) Addition and subtraction facts (carrying and borrowing of three digit nubmers)
  - (5) Introduction to multiplication
  - (6) Solving of oral and simple written problems
  - (7) Compute (score games, cost of items)
  - (8) Vocabulary (positions, distance, more and less; high and low; largest and smallest; big and little; long and short; few and many; equal and unequal)
  - (9) Use of fractional parts
  - (10) Use of structural arithmetic material

- d. Social studies
  - (1) Current events
  - (2) History (N.C. & U.S.)
  - (3) Government (voting)
  - (4) Geography
  - (5) Map study

- e. Science
  - (1) Insects
  - (2) Animals
  - (3) Mammals
  - (4) Natural water cycle
  - (5) Seasons
  - (6) Solar system
  - (7) Sound
  - (8) Birds
  - (9) Plants
  - (10) Magnets

- f. Health and safety
  - (1) Health practices
    - (a) Good grooming
    - (b) Dental and medical care
    - (c) Balanced meals
    - (d) Understanding the body
    - (e) Know simple first aid procedures
    - (f) Five senses
    - (g) Harmful effects of tobacco and alcohol
    - (h) Harmful and helpful germs

  - (2) Safety practices
    - (a) Prevention of fire
    - (b) Observe safety rules (railroad, highway, water)

- g. Class routine and work assignment
  - (1) Answering roll
  - (2) Devotional
  - (3) Pledge
  - (4) Individual and group work assignments

B. SOCIAL GROWTH

1. Interpersonal relationship with opposite sex
    - a. Informal classroom social hours - mixed
    - b. Competitive game
    - c. Exercise period
    - d. Hikes (on campus)
    - e. Mixed seating at movies
    - f. Games with mixed groups
    - g. Supervised canteen hours (students and teacher)

2. To encourage leisure time activities
    - a. Library visitations (class)
    - b. Listening to radio
    - c. Watching television
    - d. Browsing through books and magazines
    - e. Playing cards and simple games - checkers, old maids, dominos, etc.
    - f. Movies
    - g. Take part in active and spectator sports
    - h. Travel

3. Assuming responsibility
    - a. Classroom duties
        - (1) Changing calendars
        - (2) Emptying waste basket
        - (3) Cleaning classroom
        - (4) Passing out and collecting books and work materials
        - (5) Hang up coats
        - (6) Student supervisor (run errands, daily duties)

    - b. Classroom beautification
        - (1) Bring plants and novelties to decorate classroom
        - (2) Maintaining bulletin boards (student and teacher planning)
        - (3) Decorate for various holidays

    - c. Punctuality (class, work, etc.)

4. Cooperation
    - a. Group games, relay games, etc.
    - b. Sharing work materials
    - c. Group assignments on projects
    - d. Rewards, prizes
    - e. Living and playing together
    - f. Planning and carrying out parties

5. Discipline
    - a. Raising hands
    - b. Taking turns
    - c. Following directions
    - d. Various games of activities and guessing games
    - e. Learning to take seat - sitting quietly
    - f. Orientation of classroom rules

6. Dependability
   a. Building or making things together
   b. Running errands
   c. Check each other's grooming

7. Truthfulness
   a. Stories with morals
   b. Truth-false activities
   c. Establishing a system of rewards for truth
   d. Comparing imaginary with real objects

8. Manners - politeness
   a. Greeting - Good morning, Good afternoon, Mr. Mrs., Dr., etc.
   b. Saying "excuse me", Thank you, please, etc.
   c. Remembrance (all special occasions)
   d. Introduction
   e. Friendliness (compliments, smiles)

9. Respect
   a. Self-respect
   b. Respect for others
   c. Property
   d. Behavior (public places)

C. MENTAL HEALTH

1. Initiative
   a. Use of awards
   b. Competitive games
   c. Occasional choice of activities by class
   d. Contests
   e. Posted records of individual's progress
   f. Privilege of planning activities
   g. Verbal praise and recognition
   h. Activities with time limits

2. Creativeness
   a. Assigned responsibility
   b. Free art periods
   c. Freedom of expression through writing
   d. Stories about famous inventors
   e. Projects in growing and gardening
   f. Science projects and demonstrations
   g. Selection, planning and carrying out a project
   h. Planning class activities

3. Thought Activities
   a. Use of pencil and paper test
   b. Number and puzzle drills
   c. Tic-tac-toe game
   d. Use of Golden dictionary. Finding words and meanings
   e. Guessing games
   f. Checkers
   g. Money problem solving games
   h. Problem stories demanding a solution

4. Identification with peer group

5. Ways and means of solving personal problems

6. Create feeling of belonging and foster security
    a. Attend school activities as a group
    b. Class cook outs and parties
    c. Playground activities as a class at recess

7. Religious Objectives
    a. Provide opportunities for child to participate in grace, prayers, religious singing and thought

D. PREVOCATIONAL TRAINING

1. Awareness of different occupations
    a. Community helpers

Activities

a. Field trips to various work areas on and off campus
b. Use of occupational series and filmstrips

E. FIELD TRIPS

1. Museums in Raleigh
2. Museums in Chapel Hill
3. Battleship in Wilmington
4. Utility Department
5. Fire Station
6. Police Department
7. Bakery
8. Dairy
9. Historical Sites
10. Meat Packing Plants
11. Department Stores
12. Grocery Stores
13. Post Office
14. Airport
15. Nursery
16. Restaurant
17. Movie Theatre (Ed. Movies)

F. AUDIO-VISUAL AIDS

1. Movie Projector
2. Filmstrip Projector
3. Loop-film Projector
4. Tape Recorder
5. Record Player
6. Opaque Projector
7. Overhead Projector
8. Filmstrip Viewer
9. Duplicating Machine

SECONDARY SECTION

FORWARD

The secondary classes are divided into two distinct, yet co-ordinated, programs: (1) Secondary - Level I and (2) Advanced Secondary - Level II.

On Level I there is continual emphasis on the basic skills previously learned at the Intermediate Level, with application to prevocational skills.

Level II emphasizes academic and prevocational skills, vocationally oriented, necessary for rehabilitation and post school living.

LEVEL I

I. Social Adjustment

A. Respect
   1. Respect for fellowman
   2. Respect for authority
   3. Respect for private, public and personal property.

B. Dependability and Responsibility
   1. Emphasis on promptness
   2. Assignment of job tasks to individual students within and without the classroom
   3. Participation in school activities

C. Discipline
   1. Consistency in classroom discipline
   2. Acceptance of constructive criticism
   3. Profiting from constructive criticism
   4. Appreciation
   5. Sharing and taking turns
   6. Fair play
   7. Knowledge and use of appropriate behavior

D. Leisure
   1. Selection of suitable entertainment activities
   2. Aid in **selection** of hobbies
   3. Travel

E. Health
   1. Continuation of good health habits previously taught on the Intermediate Level.
   2. Realization of abilities and weaknesses
   3. Realization of the need for dental, medical and optical care
   4. Recognition of the importance of what constitutes a balanced meal
   5. Knowledge of the value of adequate rest and proper exercise
   6. Practice of good hygienic and grooming habits.
   7. Awareness of health insurance
   8. Selection of suitable dress
   9. Awareness of community resources
   10. Development of good mental health
   11. Development of good sportsmanship

F. Safety
   1. Knowledge of simple first aid procedures
   2. Observance of safety signs and labels
   3. Knowledge of water safety rules
   4. Knowledge of general health hazards and accidents and how to prevent them
   5. Following safety procedures during electrical storms

G. Interpersonal Relationships
   1. Development of acceptable boy-girl relationships and dating procedures
   2. Sex education through audio-visual equipment, et cetera
   3. Knowledge and use of appropriate behavior and courtesies in social situations
   4. Knowledge of how to make social introductions

II. Communication Skills

A. Listening
  1. Motivation to create good listening habits
  2. Following instructions
  3. Improvement of listening skills

B. Speaking
  1. Motivation to create good speaking habits
  2. Improvement of speaking skills
    a. Teaching phonics
    b. Using word games
    c. Giving oral reports
    d. Using the telephone
    e. Participating in class discussions and conversations
    f. Receiving advice from the speech therapist

C. Reading
  1. Continuation of basic reading skills
  2. Reading for information
    a. Classroom texts
    b. Library materials
    c. Newspapers, current events, weekly readers
    d. Telephone directories
    e. Dictionaries
    f. Handbooks
    g. Catalogs
    h. Road maps
    i. Mail
  3. Reading for pleasure
    a. Movie and television magazines
    b. Comic books
    c. Newspapers
    d. Magazines
    e. Library books

D. Language
  1. Writing legibly and accurately
  2. Understanding the need for and use of simple punctuation and capitalization
  3. Writing friendly letters
  4. Recognizing simple sentences
  5. Awareness of simple subject-verb agreement

E. Spelling
  1. Understanding the meaning and use of words used in everyday life
  2. Continuation of learning of basic vocabulary words
  3. Use of phonics
  4. Division of words through syllables

III. Number Concepts

A. Numbers
  1. Ability to apply number skills to everyday problems
  2. Continuation of addition and subtraction skills previously learned at the Intermediate Level
  3. Introduction to multiplication and division
  4. Introduction to and use of fractions up to and including fourths

B. Money
   1. Using coins and bills
   2. Counting and making change
   3. Computing sales tax
   4. Budgeting money

C. Time
   1. Continuation from the Intermediate Level of time to the hour, half-hour and quarter hour
   2. Introduction to five-minute intervals in telling time
   3. Reading Roman **Numerals** on clocks and watch faces

D. Measurement
   1. Understanding and using all everyday units of measure, such as liquid, dry and linear measures
   2. Using all ordinary measuring devices, such as ruler, yardstick, weighing scale and thermometer

IV. Introductory Prevocation

A. Recognizing the importance of a vocation

B. Knowing the various job areas

C. Participating in campus jobs

D. Becoming familiar with occupational terms

V. Practical Science

Provide experiences with the materials of science that are a part of the child's daily environment.

A. Learning about the natural world
   1. Plants
   2. Animals
   3. Conservation

B. Learning about the physical world
   1. Earth
   2. Moon
   3. Sun
   4. Weather
   5. Simple machines
   6. Simple terms and information about space exploration

C. Understanding simple scientific terms

VI. Social Studies

A. Knowing the important resources of North Carolina
   1. State capital
   2. Major cities
   3. Major rivers
   4. Industrial areas
   5. Agricultural areas
   6. Regions
   7. Familiarization with surrounding counties, also largest and smallest

8. Familiarization with government officials - state and local
9. Recreation facilities

B. Being aware of geographical locations
    1. Capital of United States
    2. Geographical location of United States
    3. Some major rivers of United States
    4. Geographical location of Atlantic and Pacific Oceans
    5. Names of President and Vice-President of United States
    6. Know the directions--north, east, south and west

LEVEL II

I. Social Adjustment

The same principles taught on Level I concerning respect, dependability and responsibility, discipline and leisure should be further instilled on Level II.

A. Health
   1. Continuing to develop and use personal physical and mental health habits
   2. Knowing the possible health hazards associated with the use of drugs, alcohol and tobacco
   3. Recognizing elementary symptoms of illnesses
   4. Knowing how to help nurse ill persons properly
   5. Knowing and buying quality garments
   6. Knowing the importance of a pre-natal program
   7. Knowing how to obtain medical services
   8. Knowing how to obtain health and life insurance
   9. Identifying with employee groups or association community groups, Y.M.C.A., Y.W.C.A. and civic organizations
   10. Discussing the value and benefit of church membership or affiliation
   11. Discussing marriage, family, home, legal and community responsibilities

B. Safety
   1. Knowing and using all the basic rules for safety
   2. Knowing and following rules and regulations for safe driving and highway safety
   3. Maintaining vehicles, appliances, tools, machinery and home in good repair

C. Interpersonal Relationships
   1. Furthering interpersonal relationships taught at Level I
   2. Understanding the proper relationship of the individual to other members of society
   3. Understanding and accepting the moral standards of society

II. Communication Skills

Continue and further listening and speaking skills taught at Level I.

A. Reading
   1. Emphasizing comprehension
   2. Attaining maximum reading proficiency and using it in all curriculum areas
   3. Reading and following instructions
   4. Using the library
   5. Using supplementary materials
      a. Cookbooks
      b. Driver training manuals
      c. Directories
      d. Catalogs

B. Language
   1. Writing business and friendly letters
   2. Completing blank forms

3. Writing checks, money orders and deposit slips.
4. Using inventory methods

C. Spelling
   1. Spelling essential words in all curriculum areas, including occupational words and words needed in filling out application and other forms

III. Number Concepts

A. Numbers
   1. Continuation of number skills previously learned at Level I
   2. Continuing fractions up to and including sixteenths
   3. Emphasizing problem solving
   4. Knowing how to make a budget
   5. Knowing how to open and maintain savings and checking accounts
   6. Understanding simple interest and installment buying
   7. Understanding payroll deductions, such as withholding taxes, insurance and social security
   8. Knowing the importance of receipts for tax purposes
   9. Applying principles in measurement
   10. Demonstrating things for which licenses are required
   11. Knowing where and how money may be borrowed or purchases may be financed
   12. Understanding Federal, state and local taxes
   13. Knowing about various kinds of insurance

IV. Prevocational Training

A. Continuing the previous prevocation lessons on Level I

B. Knowing how to apply for a job

C. Knowing the information and forms required in getting a job

D. Awareness that job performance is related to conduct after working hours

E. Knowing the Vocational Rehabilitation agency and employment agencies can help him in finding a job

F. Learning some skills necessary for placement in Vocational Rehabilitation
   1. Using telephone
   2. Reading want ads
   3. Using cash register
   4. Working on and off campus

G. Learning how to vote

V. Social Studies

Continue to instill lessons taught on Level I.

FIELD TRIPS

Field trips should be included in classroom activities. The student should be prepared for these visits and the trips should be followed up after return to the facility. Some of these trips should include:

1. Fire station
2. Post Office
3. Police station
4. Bank
5. Museum
6. Historic Sites
7. Dairy
8. Bakery
9. Florist's greenhouse
10. Nursery
11. Zoos
12. Grocery store
13. Governmental offices
14. Employment offices
15. Health Department
16. Ocean (where feasible)
17. State capital
18. Department stores
19. Half-way house (for Level II where possible)
20. Planetarium

Field trips and audio-visual aids are to be used by Level I and Level II.

AUDIO-VISUAL AIDS

Audio-visual aids are an important part of this curriculum. Some of these include:

1. Movie projector
2. Film projector
3. Overhead projector
4. Opaque projector
5. Bioscope
6. Microscope
7. Movie screen
8. Record player
9. Tape recorder
10. Television (for educational purposes)
11. Flannel Board
12. Peg board
13. Globe
14. Map
15. Telephones (run by batteries)
16. Clocks
17. Any other concrete teaching materials such as an abacus, charts, games, et cetera

STUDENT EVALUATION

Department of Student Evaluation

I. PURPOSE: The ultimate goal of the student evaluator is to aid students in reaching realistic goals, meeting their basic needs regarding physical health, emotional stability, social acceptance, and intellectual well being.

II. ROLL OF THE EVALUATOR:

A. Educational diagnosis: By means of individual and group tests, classroom observation, interviews, individual histories, and contributions to personnel involved in the life of students, the student evaluator determines the educational status of all the students.

B. Educational remediation: The evaluator outlines a suggested training program based on the educational diagnosis. Suggestions may include individual teaching, alternation of classroom environment, placement in varying classes and educational activities and presentation of new experiences within school life.

C. Personality Diagnosis: The educational adjustment of a student is an intrical part of his personality adjustment. In considering his educational life, the student evaluator must consider the students' personalities, histories, social life, cultural environment and physical health. In carrying out the personality diagnosis he may use all of the techniques employed in an educational diagnosis and in addition; personality tests, diagnostic interviews, observation of pupils, the compiling of a complete personality and social history and evaluation of the contributions of personnel involved in the life of the student. These personnel aid the evaluator in assessing the students personality, his present functioning and his mental health assets, and his areas of difficulty.

D. Personality remediation: Following the personality diagnosis the Student Evaluator will outline a suggested program of personality remediation if the need is indicated. He may undertake some measure himself, collaborate with members of the staff regarding the problem and employ the services of specialist, agencies or other schools to achieve remediation. Among the remedial measures he may recommend will be group counselling, individual counselling, creating theraputic environment and any other repairative measures that seem best suited for the pupil under study.

E. Research:

1. The student evaluator is responsible for interpreting crucial and relevant information from the pertinent literature to teachers and other school personnel.

2. Initial research concerns the following areas:
   a. How much can one predict about the vocational success of the retarded based on the knowledge of him and his life at the institution.
   b. How consistent is the school behavior.
   c. How much do retarded children change in basic personality as a result of being "institutionalized".

3. At least one project fit for printing comes from the student evaluator each year.

F. Guidance services: The student evaluator provides the following inventory services on all students in the Training and Education Department:

1. Personal (identification) includes:
    a. Name of student
    b. Date of birth
    c. Place of birth
    d. Sex
    e. Residence

2. Home and community includes:
    a. Name of parents
    b. Occupation of parents
    c. Ratings on home environment
    d. Birthplace of parents
    e. Marital status of parents
    f. Sibling as to name, age and education

3. Training records include:
    a. Academic Grades
    b. Teachers anecdotal records
    c. Record of reading
    d. Teacher made test

4. Tests scores include:
    a. Achievement test scores
    b. Interest-inventory results
    c. Aptitude tests scores
    d. Personality ratings
    e. Other clinical and psychological tests
    f. Copies of clinical evaluation

5. School attendance
    a. Record of schools attended
    b. Record of institutions attended
    c. Days absent each year

6. Health and physical records include:
    a. Height
    b. Weight
    c. Hearing
    d. Vision
    e. Physical disabilities including seizures

7. Employment information includes:
    a. Part time jobs
    b. Dates
    c. Duties
    d. Earnings
    e. Employer report (copies)
    f. Work experience reports

8. Activity records:
    a. athletic teams - dates
    b. Clubs, dates status
    c. Student body offices and activities if any
    d. Hobbies and leisure time activities

9. Interview notes:
   a. Date of contact
   b. Reason for interview
   c. Interest and plans expressed
   d. Nature of problem discussed
   e. Action taken

G. Services

1. Counselling service: Counselling services are used by the evaluator to assist the student in self-understanding and through this self-realization, self-discipline and acceptance of his social responsibilities. The primary technique in counselling is the interview and the face to face relationship between the counselor and counselee.

2. Information service: The evaluator is responsible for providing the student and other personnel with occupational and educational services.

3. Placement services: The student evaluator assist the vocational rehabilitation department and principal in selecting an appropriate job or class which will meet the students' needs as nearly as possible. This is done through written evaluation reports and consultation.

4. Follow-up services: The evaluator attempts to keep in contact with former residents who were involved in training programs at the center.

ARTS AND CRAFTS

The aims and objectives listed are designed to help meet the needs of a student in an arts and crafts school program for the mentally retarded. The program should be based on the individual needs, desires, and abilities of the students. Simple principles of psychology can be used in motivating students into doing successful art work. Some general aims and objectives to be followed in the art class are as follows.

GENERAL AIMS AND OBJECTIVES

1. To teach self independence.
2. To teach awareness of self-invironmental relations.
3. To stimulate his creativity and imagination.
4. To develop motor control, eye and hand coordination.
5. To stimulate creative growth in color, line, form, and space.
6. To help develop his self-expression and encourage his creative urge.
7. To increase knowledge of use, flexibility, and experience in medias.
8. To encourage experimentation.
9. Encourage students to think, organize, and plan for themselves.
10. Identification with the art activity
11. To teach the awareness of a successful final product in relationship to color, line, form, space, design, and shape.
12. To help students realize the need for following directions, acceptance of responsibility and cooperation.
13. To help students realize the need for using and respecting tools.
14. To enrich the lines of the children and provide a worthy use of leisure time.
15. To integrate art with other subject matter.

DO's and DON'Ts of Creative Art Teaching

1. Teachers should not work on a students work. An Adult's or teacher's works should not be placed so a student's work will be compared with it. Reasons: The student should be allowed to express himself freely without adult influence. Student work should never be compared with adult work, because a student cannot express as an adult.

2. Students should not be allowed to copy. Reasons: They compare their work with professionals and become frustrated when theirs is not equally as good.

3. Mimeographed, duplicated, and coloring books should not be used in the art class. Reasons: These machine products do not encourage students to think for themselves and have freedom of expression. The students will also compare their work with the machine work.

4. Students should not be allowed to use pencils. Reasons: Pencils encourage students to work small. Students need to work large so they will have more freedom. Pencils encourage students to want to erase. They waste much time and their work is not as neat.

5. Large sheets of paper should be used. Reasons: Students working on large sheets of paper have more room to express themselves, as well as room to experiment with color.

6. At all times there should be established a relationship between the subject matter and the child, before he begins to work. Do not say, "Johnny, draw a horse," without first establishing a reason why Johnny should draw a horse! Reasons: A child cannot express himself without being familiar with the subject or having an interest in it.

Crayons and Projects

Young children should use large, basic color crayons. Older children may use smaller crayons and a larger range of colors. All students should be encouraged to draw large, color dark (coloring dark is to help make the picture more easily seen), and to use the sides of their crayons while coloring such objects as the sky.

Suggested Projects:

1. Simple coloring and drawing of familiar subjects.
2. Drawing or coloring to music.
3. Crayon etching or engraving.
4. Stained glass effect.
5. Crayon on cloth.
6. Crayon on sandpaper.
7. Encaustics or melted crayons.
8. Crayon over texture.
9. Crayon doodle design.
10. Cracked paper crayon resist.
11. Crayon resist.
12. Murals

Materials:

1. Wax crayons
2. Oil crayons
3. Water crayons

Chalk is a media which retarded children enjoy more when they can draw on a board. It is not always the most successful media for each individual child to work with.

Water colors generally should never be used with retarded children. Reasons: Water colors were not designed to be a controlled media and children try to control them. They become frustrated and discouraged with water colors.

Tempera and Projects

Students should use large brushes, individual paint containers, large sheets of paper and thick tempera paint. There should always be plenty of clean water to clean brushes in and paper towels. There should be newspapers available for desk tops or the floor as well as aprons to protect students clothing.

Suggested Projects:

1. Tempera on wet or dry paper.
2. Tempera resist
3. Blottos - String blotts
4. Paper Batik
5. Pressed string paintings
6. Murals
7. Rubber cement resist

Materials:

1. Powdered or liquid tempera
2. Polymer and tempera
3. Detergent and tempera

Ink

Ink can be used successfully by some students. There is usually more success when combined with other medias.

Murals

Students enjoy working on murals, but need much instructions on the part of the teacher. The teacher has to guide them in order for each childs work to relate to the other children's work. Students have a tendency to draw a variety of pictures instead of pictures relating to the same subject to form one large picture.

Glue, Paper Techniques, and Collages

Each child should have his own scissors and glue to work with. A variety of scrap materials should be available.

Suggested Projects:

1. Construction paper collage
2. Montage
3. Geometric collage
4. Scrap collage
5. Paper punch or confeti pictures
6. Corrugated cardboard
7. Paper mosaic
8. Paper design - example: name writing
9. Paper sculpture
10. Paper weaving
11. Three-dimensional paper strip pictures
12. Limited amount of poster work which could be related with Academic school work.
13. Nature collage - sealed nature patterns with waxpaper
14. Torn paper glue-ups
15. Swirl paper - made with oil paints
16. Murals

Materials for Some of the Suggested Projects:

1. Scissors
2. Glue or rubber cement
3. Construction paper
4. Newspaper
5. Scrap materials
6. Found nature objects
7. Tape
8. Wax paper
9. Corrugated paper

Finger Painting

Finger painting can be used for any age child. There should be water, newspaper, aprons, and finger painting paper available for all students. The teacher should be selective in the colors she lets the students work with. Remember-Too many colors mixed together makes a muddy color

Materials:

1. Newspaper
2. Finger paint
3. Finger painting paper
4. Water
5. Iron (press dry finger paintings to remove wrinkles)
6. A clean spray can be applied as a protective finish

Printing Techniques

Depending upon the needs of the students, you select a printing process to be used. The process used will also vary according to ability, age, and interest.

Suggested Projects:

1. Cutting a stencil
2. Tempera and chalk stencils
3. Textile paint stencils
4. Spray and spatter stencils
5. Sponge, cardboard, crayon foil, leaf or found object print, linoleum block, plaster, potato, eraser, soap, stick, finger, sandpaper, string, mono and silk screen printing.

NOTE: Block and silk screen printing will take longer and requires more materials, planning, and effort on the part of the teacher and students.

Materials for some of the Suggested Printing Projects:

1. Stencil paper and cutting tools
2. Tempera,chalk
3. Large sheets of paper
4. Cloth, textile paint

5. Screen wire - tooth brush

6. Sponge, cardboard, crayon, eraser, aluminum foil, found objects, linoleum block, plaster, potatoes, soap, sticks, sandpaper, string silk screen and frame

7. Ink

8. Cutting tools

9. Brayers

10. Rolling pen or wooden spoon

11. Embroidery hoop

12. Linoleum cutting tools

Ceramics

Ceramics can be enjoyed by all age children. It is felt that a child should learn to work with clay and be able to express himself before being allowed to work with a mold. Shape and form should be stressed, as well as learning to follow directions.

Suggested Projects:

1. Clay modeling and carving

2. Pinch pots

3. Coil pots

4. Slab method

5. Salt and flour ceramics

Materials:

1. Moist clay

2. Kiln

3. Water

4. Modeling tools

5. Glazes

6. Plastic

7. Slip

Sculpture

Mentally retarded students will find some forms of sculpture frustrating if not properly instructed in a simple manner by the teacher.

Suggested Projects:

1. Paper sculpture
2. Paper bag mask
3. Limited amount of wire sculpture
4. Pipe cleaner figures
5. Mobiles
6. Paper Mache'
7. Carved plaster
8. Salt beads
9. Toothpick or straw sculpture
10. Zonalite

Materials for some of the Suggested Projects:

1. Cutting tools
2. Glue
3. Wire, straws, pipe cleaners, paper bags, toothpicks
4. Plaster
5. Paper and newspaper
6. Wheat paste

Mosiacs

Mosiacs can be enjoyed by all age children; of course some may work in simpler forms than others.

Suggested Projects:

1. Ceramic tile mosaics
2. Paper mosaic
3. Gravel mosaic
4. Seed mosaic
5. Egg shell mosaic
6. Punch paper mosaic
7. Stained glass mosaic

Materials

1. Plywood, paper and cardboard
2. Tile cutters or other cutting tools
3. Glue
4. Gravel, egg shells, seeds, paper, stained glass, tile
5. Groute and cord

Crafts

There are many varied craft projects for different age children, therefore, the following is a partial listing of some suggested crafts which have been found successful with mentally retarded children.

1. Burlap or cloth place-mats
2. Decorative papers
3. Candle making
4. Leather crafts
5. Jewelry
6. Stitchery
7. Puppets
8. Batik dying
9. Tie dying
10. Copper tooling
11. Christmas decorations
12. Ice cream containers
13. Weaving - yarn, raffia, reed

HEALTH AND PHYSICAL EDUCATION

INTRODUCTION

Physical education is directed, purposeful activities concerned directly with body movement. Desirable traits and skills, wholesome interest, attitudes and appreciations are developed through variety of learning experiences.

With this thought in mind, we have developed the following curriculum for the teaching of health and physical education to the educable mentally retarded student. The material found in the following pages of this section are a result of several combined years of teaching experience in the field of health and physical education. We sincerely hope that the information found in this curriculum will be of value to anyone seeking information concerning the teaching of health and physical education to educable mentally retarded students.

AIMS AND OBJECTIVES

Physical education is an area of the total education program and as such should have the same general goal that gives purpose to the entire school program -- the total development of all students as individuals and as responsible citizens in our society.

The program of physical education should be planned and conducted for the purpose of helping each individual achieve within the limits of his potentialities the following objectives:

1. To devlop and maintain physical efficiency and fitness.
2. To develop basic fundamental physical skills in a wide variety of activities.
3. To establish desirable health habits, attitudes and practices.
4. To contribute to the social and emotional development of each individual.
5. To develop good sportsmanship and a sense of fair play in competition.
6. To develop leadership ability and a sense of responsibility.

Time Allotment

Pupils are scheduled daily throughout the entire year. Health and physical education are alternated (3 days physical education and 2 days health). Class periods are 60 minutes each with six classes per day per instructor. Physical education classes should not exceed twelve students if the teacher is to do the most efficient job of instructing the skills and techniques of the program.

Classification of Pupils

Proper classification of pupils will enable the teacher to serve better the individual needs in adapted physical education. The following methods are used as classifications:

1. Pupils are assigned according to the academic school programs.
2. Boys and girls should be scheduled in separate classes.
3. Sports skill test for measuring achievement may be used to classify pupils. North Carolina Physical Fitness test is recommended for determining students needs.

Showering

Showering following activity should be a requirement. Behavior standards concerning showering should be clearly understood by all students. Hot water, towels and soap should be provided.

Uniforms

Standard uniforms including shoes and socks should be supplied for all students.

CHARACTERISTICS AND NEEDS OF EDUCABLES

Every teacher should have a thorough understanding of growth and development characteristics of adolescent educable mentally retarded boys and girls.

Growth and Development Characteristics

1. Skeletal growth, rapid and uneven.
2. Muscular growth, rapid and frequently out of proportion.
3. Awkwardness, lack of balance, poor coordination.
4. Posture may be poor.
5. Strong emotions which may stem from physiological growth.
6. Desire to excel in physical skills with keen interest in competitive activities.
7. Restless, moody, spurts of energy and periods of inertia, over critical, changeable, uncooperative, rebellious, boisterous, aggressive.
8. Interested in new experiences.
9. Self-conscious.
10. Increasing interest in opposite sex.
11. Approval of peers more important than adult approval.
12. Changes in secondary sexual characteristics.

Implications for Physical Education

1. Stress physical skills and participation by all.
2. Prevent over-exertion.
3. Give individual help in the mastery of skills.
4. Give assurance, encouragement and praise for accomplishment.
5. Provide a wide variety of activities with opportunities for each student to experience success in some area.
6. Emphasize good sportsmanship as a participant and as a spectator.
7. Provide opportunities for co-recreational activities.
8. Provide for a complete medical examination.
9. Give guidance when needed with respect to diet and sex.
10. Teach carry-over sports.
11. Give opportunities for self expression.

Conditioning Activities and Body Mechanics

It is recommended that conditioning activities be given for eight to ten minutes at the beginning of each class period; these may be in the form of calisthenics, combative activities, rope jumping and other types of conditioning exercises. Running is considered as one of the best conditioning activities.

CALISTHENICS

Calisthenics may be used for warming up, developing strength, increasing body flexibility and building endurance. To achieve a well balanced body workout, a variety of exercises should be included throughout the unit. Students should understand the need for attaining and maintaining physical fitness and should know the value of each exercise in achieving this objective.

When introducing a new exercise:

1. Base the selection of exercises, the speed with which they are done, and the number of repetitions upon the needs and capacities of the pupils.
2. Explain each exercise carefully.
3. Plan for one exercise to follow another with only a slight pause between the exercises.
4. Use open formation or a large circle when conducting class in conditioning exercises.
5. Use one or more leaders from the class.
6. Give individual instruction and assistance when needed.
7. Keep the class together by counting or using descriptive words or music.
8. Insist that each exercise be done in good form with energy in each movement.

Some suggested exercises and the purpose of each are as follows:

1. Exercise
   Running in place
   Jumping Jack
   Jumping rope
   Coordination exercises involving leg and arm movement

   Purpose
   To warm up and develop cardio-respiratory endurance and stimulation

2. Exercise
   Arm circling
   Trunk rotation
   Trunk twister (arm flinging)

   Purpose
   To develop shoulder girdle and spine flexibility

3. Exercise
   Trunk limbering (side and forward bending)
   Leg swinging
   Toe tucking
   Sitting bob

   Purpose
   To develop spine and leg flexibility

4. Exercise
   Half squats
   Foot rocker
   Squat jump

   Purpose
   To develop foot, leg and thigh strength

5. Exercise
   Sit-ups

   Purpose
   To develop abdominal muscle strength

6. Exercise
   Hip roll

   Purpose
   To develop hip muscle strength

7. Exercise
   Single leg lifts
   Hib bob
   Hip raising

   Purpose
   To develop lower back strength

8. Exercise
   Push ups (modified for girls - from knees)
   Pull ups

   Purpose
   To develop arm and shoulder girdle stength

9. Exercise
   Wing lifts
   Neck rotation
   Back arch
   Wrestlers bridge

   Purpose
   To develop neck and upper back strength

10. Exercise
    Squat thrust
    Ankle raises
    Foot patty cake

Purpose
To develop legs and feet strength

11. Exercise
Body swing

Purpose
To develop muscle tone and ability to relax

Combatine Activities

Combatine activities consist of individual contist of a rough and strenuous nature. They are valuable in developing agility, strength and coordination. These activities are primarily designed for boys.

The teacher should guard against any conduct which might result in injury. The following is a list of some appropriate combatines that may be used throughout the school year:

1. Pairs
   Rooster Fight
   Neck Pull
   Hand Pull
   Hand Wrestle
   One Legged Hand Wrestle
   Kangaroo Fight
   Broncho Busting
   Back to Back Lift
   Back to Back Push
   Back to Back Pull
   Arm Wrestle Prone
   Arm Lock Wrestle

2. Group Activities
   Human Tug of War
   Wrestle Royal
   Master of the Ring
   Rung Push
   Line Push

3. Stock Wrestling
   Knee Slap (standing - slap opponent's knees)
   Indian Wrestle
   Horse and Rider Wrestle
   Drake Fight
   Kneel Wrestle
   Hanker Fight
   Chinese Tug
   Step on Toes (standing, try to step on opponent's toes)

Rope Jumping Activies

Rope jumping combines skill with invigorating exercise. It contributes to the development of agility, coordination, rhythm and endurance. Jumping should be done on the toes with a "giving in" of the ankles to break the jar. A rope should be provided for each class member.

The following are some rope jumping skills:

The basic jumps:

1. Single jump - both feet clear floor and rope at the same time
2. Double jump - same as single jump with addition of an intervening jump between swings of rope.
3. Alternate foot jump - skip, hop or jump on alternate foot over the rope. The weight is shifted to the other foot, a hop is made over the rope.

Body Mechanics

One of the specific objectives of physical education is to help children and youth develop good body mechanics. This means, in simple terms, efficiency in standing, walking, sitting, running and other activities essential to living happily and effectively. Since many of our students are underdeveloped, have little coordination and exhibit poor body posture, it is recommended that special attention be given to the development of those muscles that need strengthening.

Essentials of teaching good body mechanics include:

1. Motivating the student
2. Developing in the pupil an understanding and recognition of good body positions.
3. Teaching stunts, games and exercises to help the pupil experience good positions and gain needed strength and endurance.
4. Providing an opportunity for practice.
5. Stimulating each student to continue the following developmental activities out of school:

    climbing
    hanging
    chinning
    practicing body mechanics stunts
    participating in games that develop the large muscles of body

6. Commending the student on improvement.
7. Watching for signs of fatigue or illness and adjusting the regular program when indicated.
8. Checking often on posture in sitting, walking and standing. Do not nag; instead, make helpful hints.
9. Providing the proper amount of exercise to promote strength, endurance and muscle tone.

Physical Education Curriculum

Activities:

1. Badminton and modification
2. Basketball and modification
3. Bowling
4. Croquet
5. Fishing
6. Gymnastics and Tumbling
7. Horseshoes
8. Hiking
9. Shuffleboard
10. Skating
11. Soccer and modification
12. Softball and modification
13. Swimming
14. Table Tennis
15. Tetherball
16. Touch Football (boys only)
17. Track
18. Volleyball and modification
19. Paddle Tennis
20. Golf
21. Dancing
22. Games of Lower Organization
23. Relays and Running Games

Health Curriculum

Units

1. Safety and First Aid
2. Personal Hygiene
3. Food and Nutrition
4. Sex Education and Family

Evaluation and Measurement

Suggested criteria for grading:

Performance

Skills
Participation
Improvement

Social Attitudes

Good Sportsmanship
Leadership
Cooperation

Knowledge of

Activity
Rules
Fundamentals
Techniques
Strategy
Safety

Grades in physical education should be based upon status of achievement, performance of the skills, knowledge of the games, attitudes and practices, and the subjective judgment of the teacher concerning the achievement of the other objectives.

Evaluation

To judge the effectiveness of the physical education program, the following questions should be considered.

1. Has the program for the year given attention to the basic needs of boy's and girl's at their various levels of maturity?
2. Has the schedule included a variety of activities needed in a well-rounded physical education program?
3. Has the program increased the ability of boy's and girl's to manage their own activities?
4. Have the students really developed skills?

Teaching Aids

PHYSICAL EDUCATION HANDBOOK AND TEXTBOOKS:

How to Improve Your Gymnastics for Girls and Women

Advanced Tumbling

How to Improve Your Apparatus Activities for Boys and Men

How to Improve Your Driving

How to Improve Your Volleyball

How to Improve Your Bowling

How to Improve Your Basketball

How to Improve Your Softball

How to Improve Your Tumbling

STUNTS AND TUMBLING FOR GIRLS - Virginia Lee Horne

ACTIVE GAMES AND CONTEST - Mason and Mitchell

THE TEACING OF STUNTS AND TUMBLING - B. and D. Cotteral

TEACHING PROGRESSIONS FOR THE SWIMMING INSTRUCTOR - Richard L. Brown

Official Rules Books for:
- Volleyball
- Basketball
- Soccer

Workbook: Beckley - Cardy Series

First Steps to Health, Safety - Grade 1

It's Fun to be Healthy - Grade 2

Good Health Habits - Grade 3

The Health Parade - Grade 4

FILMSTRIPS: Any which may apply to unit of study

Net Ball Volleyball
Softball
Basketball
Touch Football
Physical Fitness
Responsible Sexual Attitudes
Responsible Sexual Behavior
The Story of Growing Up
How Your Body Grows
Confidence
Boy Dates Girl
Boy Marries Girl

Keeping Neat and Clean
Care of Hair and Nails
Care of the Skin

Exercise for Health
Sleep for Health
Care of the Feet
Care of Nose and Throat

Brush up on Your Teeth
Body Care and Grooming
A Man's Appearance Counts

Skimpy and a Good Breakfast
Fundamentals of Diet
The Story of Food

FIELD TRIPS:

Any which add learning experience to a given unit.

HOME ECONOMICS

PHILOSOPHY

One of the most important goals for training the mentally retarded is preparation for occupations and home and family life. Homemaking education contributes to this through a planned program of activities which enable boys and girls to assume responsibilities and become more self-supporting.

The Home Economics Curriculum is patterned after the public school Home Economics curriculum and includes units of study in Foods and Nutrition, Clothing and Personal Grooming, Social Relationships, Health and care of the sick, Housing and Home management and Child Care.

Experiences in homemaking are designed to develop appreciations, attitudes, values, and skills necessary for more effective living, whether personal, home or community. Learning experiences are arranged with reference to the students maturity levels, allowances of individual differences, needs, interests and abilities.

OBJECTIVES

1. To develop an appreciation for the joys and personal satisfactions of homemaking.
2. To develop skill and healthy attitudes of dealing with personal problems, success, failure and use of leisure time.
3. To develop the ability to make practical application of learned academic and motor skills in homemaking classes.
4. To develop desirable social graces.
5. To develop some desirable occupational skills and personality characteristics for becoming a contributing member of society.

HOME ECONOMICS FOR INTERMEDIATE GIRLS

I. Objectives

1. To become familiar with kitchen equipment, its uses, care, and storage

2. To develop knowledge of dishwashing procedures

3. To learn to use equipment safely

4. To learn to follow instructions and to work harmonously with classmates and teachers

5. To learn simple hand and machine sewing

6. To develop lady-like characteristics, manners and behavior

7. To learn to prepare and serve simple foods

8. To begin to develop some skills in caring for personal clothing

9. To learn to plan, buy, and prepare simple party foods

A. Foods

1. Kitchen safety and sanitation

2. Interpreting recipes

3. Using measuring and cooking equipment

4. Setting the table

5. Table manners

6. Use and care of simple electrical appliances

7. Simple cooking

8. Dishwashing procedures

B. Clothing

1. Construction of a simple garment

2. Sizes of clothing

3. Types of fabrics, color, and care

4. Cost of clothing

5. Simple laundry processes; washing, starching, and ironing

C. Social Development

1. Development of pleasing personality traits
2. Making and keeping friends
3. School and its regulations
4. Individual rights and differences
5. Dependability, loyalty, and understanding
6. Cooperation and honesty
7. Teacher-parent-child relationships

Activities

HOME ECONOMICS FOR SECONDARY GIRLS

I. Objectives

1. To develop a desire to improve personal appearance through the practice of good health habits and good grooming practices
2. To develop desirable social graces
3. To help the girls realize that any job worth doing is worth doing well
4. To develop some skill in purchasing, storage, preparation, and service of food
5. To develop more skill in selecting, appropriate pattern and material for a simple garment to meet individual needs and interests
6. To develop some skill in purchase and care of clothing
7. To develop some knowledge of selecting, arranging, cost and caring for home furnishings and equipment
8. To develop some knowledge of laundry procedures

A. Food

   1. Kitchen safety and sanitation
   2. Interpreting more complicated recipes
   3. Methods of cookery
   4. Table setting and manners
   5. Menu planning and meal preparation
   6. Correlation of food habits and good health
   7. Dining out, procedures and practices
   8. Use and care of appliances, small equipment
   9. Plan, prepare and serve meals for a family
   10. Methods of food preservation

B. Clothing Construction and Good Grooming

   1. Articles necessary for good grooming
   2. Importance of good grooming, health and social
   3. How to keep clothes, clean, neat, and well fitted
   4. Use and care of sewing equipment
   5. Clothing suitable for various activities and occupations

6. Selecting and buying suitable clothing for individual

7. Selection of pattern and material for construction of a garment according to interests, needs and ability of individual

C. Social Development

1. Learning ways and means of getting along with employers, teachers, and classmates

2. Management of leisure time

3. Learning to be socially acceptable

4. Respect for self and others

5. Learning to be punctual, honest, and courteous

D. Housing and Home management

1. Daily housekeeping activities

2. Occasional housekeeping activities

3. Making the Home Economics Department more home-like

4. Work simplification as applied to housekeeping

5. Control of house hold pests

E. Child Care

1. How to care for young children

2. Kinds and amounts of foods for young children

3. Clothing for children according to weather

4. Games and toys that children enjoy

5. Direction of young children in formation of good habits

HOME ECONOMICS FOR ADVANCED SECONDARY GIRLS

I. Objectives

1. To improve personal appearance through the practice of good health habits and good grooming practices

2. To further develop desirable social graces

3. To develop the realization that satisfaction can be derived from doing any job as well as possible

4. To develop skill in purchasing, storing, preparing, and serving food

5. To develop skill in selecting, appropriate pattern and materials for construction of garments or household articles

6. To develop skill in purchase and care of clothing and household articles

7. To develop some knowledge of selecting, arranging and caring for home furnishings and equipment

8. To develop some skill in laundry techniques

9. To develop desirable construction techniques for a well-made article

10. To develop some knowledge of care of young children and the sick

11. To develop some ability to manage money, energy, and leisure time

12. To learn some means of communication and transportation

13. To acquaint students with available services and agencies

14. To develop some knowledge of social relationships such as marriage, dating, etc.

15. To develop some knowledge of advanced sex education

16. To develop an awareness of various types of occupations and the necessary qualifications

A. Food

1. How to buy, plan, prepare and serve meals

2. How to buy, plan, prepare and serve party foods

3. How to prepare special foods such as meats, hot breads, salads, cakes and desserts

4. Practice in shopping for and storing of food

5. Practice in making market orders and menus
6. Improve work habits, use and care of kitchen equipment
7. The four-food groups and the contribution of each to an individuals diet
8. Qualifications and skills necessary for occupations in the food industry
9. Spending the food dollar

B. Clothing

1. Purpose and need for proper clothing and good grooming
2. Methods of keeping clothing clean, neat and properly fitted
3. Budgeting and planning a basic wardrobe with outfits feasible for many occasions
4. Proper laundry techniques
5. Desirable construction techniques
6. Qualifications and skills necessary for occupations in the clothing industry

C. Social Development

1. Advanced sex education instruction
2. Dating Do's and Don't's
3. Marriage and family life
4. Management of leisure time
5. Learning ways and means of getting along with employers, teachers, and classmates
6. Awareness of available community services and agencies
7. Appreciation for the rights of others
8. Accepting failure and success in a practical manner
9. Understanding qualities and the effect of wages on a good worker

D. Housing and Home Management

1. How to make the home more livable and attractive
    a. Selection and arrangement of furniture
    b. Curtains and accessories
    c. Flower arrangements and growing plants
    d. Seasonal care for indoor and outdoors of home

2. How and what kind of living arrangement is best for a single girl working in a city
    a. Rooming with a family
    b. Renting an apartment
    c. Living on the job
3. Advantage of renting, buying, or sharing living arrangements in regards to cost, location and comfort

E. Child Care

1. Baby-sitting
    a. How children grow physically, mentally and socially
    b. Preparation of formula and feeding of baby
    c. How to bathe and dress the baby
    d. Responsibilities of a baby-sitter
        1. How to protect from danger
        2. How to contact parents and others in case of emergencies
        3. Games and amusements for children
2. Life begins
    a. The responsibilities and privileges of parenthood
    b. How heredity and environment affect a person
    c. The care needed for an expectant mother
    d. The needs of a young baby
    e. Maternal and child welfare services available in the community
    f. Illegitimacy and how it could have been prevented

HOMEMAKING FOR BOYS

I. General Objectives for Teachers

A. To help the young man develop some independence and know-how in solving his food problems

B. To help the young man acquire the understanding, judgments and abilities which will help him solve his clothing problems satisfactorily

C. To help the young man become aware of the problems

D. To help the young man to learn to recognize good housing conditions and to realize how housing affects one's health, mental hygiene, and social life

E. To help the young man develop some ability in dealing with people

F. To help the young man learn to live in a competitive society and to realize his obligations to society

G. To develop an interest in cooking and other household tasks so the young man will be willing to help with tasks

1. Social Relationships
    - a. Dating do's and don't's
    - b. Boy-girl problems
    - c. Daily etiquette
    - d. Table manners
2. Foods and Nutrition
    - a. Selection of adequate, well-balanced meals at public eating places
    - b. How to prepare simple well-balanced meals
    - c. How much does food cost in grocery stores, restaurants, etc.
    - d. How to serve tables - duties of a host
    - e. Etiquette and appropriate behavior for various occasions
        1. public eating places
        2. friends homes
        3. dating
        4. sports events
    - f. Simple forms of entertaining

3. Clothing - Selection and Care

    1. Suitable dress for work, church, dating, sports, and leisure time

    2. Names, cost, wearing qualities of outer garments and under-garments

    3. How to buy best quality for the money

    4. How to select ties, shoes and hats

    5. How to select shaving soap, razors, shampoo, etc.

    6. How to laundry personal clothing, socks, etc.

    7. How to wash and iron a sport shirt and wash and wear pants

    8. How to remove spots and press pants

    9. How to mend rips and sew on buttons

    10. How to store out-of-season clothing

    11. Experience in making a shirt

    12. How to mend clothing on machines

H. Some activities concerning the distribution of money for food, clothing, shelter, recreation, etc.

I. Factors involved in selecting a place to live

    1. physical aspects of living

    2. what about drinking?

    3. one's obligation to the community

J. Use of leisure time

    1. acceptable, worthwhile activities

    2. harmful activities

K. Getting along with people

    1. individual differences

    2. mental Hygiene

L. Skill in use and care of sewing machine

HOME ECONOMICS

OBJECTIVES FOR 40-55 I. Q. RANGE

1. Co-ordinate services of Home Economics Department with social service for acceptance of these students for placement on appropriate jobs.

2. To develop courses of study that will develop basic skills for community job placement.

3. To develop a system of better records to be kept of skills developed by the individual to aid vocational rehabilitation in their work.

4. To keep class groups small in order for the teacher to teach skills.

5. To improve efforts to extend home economics classroom training through pre-vocational placements that are applicable to future job placement.

6. The purpose direction of this course will be determined by the teacher after the attitudes, abilities and potentials of the students are better known. After specific skills are developed the student will be placed in an on-campus job but retained in class a minimum amount of class time.

INDUSTRIAL ARTS

INDUSTRIAL ARTS CURRICULUM

FOR THE MENTALLY RETARDED

The ultimate goal of Industrial Arts is to produce a student or individual that can function efficiently and effectively in the community. The purpose of this curriculum is to develop general knowledge and skills that will inspire and create vocational interests. It is known that retarded children hold or lose their jobs primarily as a result of poor skills, attitudes, responsibilities, and aspirations. Therefore, emphasis should be placed on social development as well as physical skills.

To effectively develop general knowledge and skills effort should be taken to instruct through use of careful demonstration and continuous individual supervision as the skills are being acquired. There should be set up an organization with responsibilities and duties deligated to the students to assist in achieving social adjustment.

In addition to the ultimate goal above, the specific goals to be achieved are:

1. Self-discovery - The student must discover his own abilities and aptitudes that lead toward life interests.
2. Self-expression - All children have a basic desire and need to construct and express themselves through creative work.
3. Understanding Industry - The student needs to know the role industry plays in his life. This can be achieved by mass-production projects, field trips, films, and class organizations.
4. Appreciation of Good Design and Workmanship - The student should be taught the difference between a project that functions bad for one that functions good.
5. Judgment in selection, purchase, use and care of industrial products and services - A students first hand experience with materials, tools, and machines will associate to him the problems of purchase and use of products.
6. Maintenance and Leisure time activities - The student should be able to repair household items. Also, the student needs activities that he can pursue in his leisure time. The arts and crafts program can contribute greatly to his leisure time activity.
7. Develop good work habits and sense of responsibility - It is a known fact that students return because of lack of good work habits and a lack of responsibility and not necessarily from lack of mechanical skills.
8. Basic experience in use of tools and materials - It is necessary for the student to have experience and confidence in use of tools and materials. Without this the student would fail in social as well as mechanical aspects of his community life.

To achieve these goals the industrial arts curriculum should function at the three levels of intermediate, secondary, and advanced secondary.

The intermediate level should have the introduction of numerous arts and crafts for purpose of expression, communication, and in relation to meaningful personal and group experiences.

The secondary level should have simple tools introduced with the addition of woodworking. The instructor should stress practical application and specific instruction in use, care and conservation.

The advanced secondary level should have a wider variety of tools and materials introduced. There should be an expansion into more complex activities in woodworking, metal craft, and repair and maintenance. Introduction of powered machines can be added at this level safely.

WOODWORKING

Woodworking Objectives:

1. Develop knowledge of wood industry and its role in industry.
2. Teach different kinds of fasteners.
3. Teach different kinds of wood.
4. Teach use and types of joints.
5. Develop appreciation of one's dependence upon wood and wood products, and of the importance of conservation.
6. Inspire a vocational interest in woodworking.
7. To teach effective use of woodworking tools and machines.
8. To teach skills in making projects or repairs which will give personal satisfaction.
9. To teach types and methods of certain wood finishes.

Related Information:

I. Designing and Planning

   A. Selection of Project

      1. Intermediate student: This student needs required projects that are chosen by the instructor. The projects must include all the band tools used in Industrial Arts. If a student has a preference it is wise to do planning keeping this in mind.

      2. Secondary student: The first projects are to be required. After observation the instructor may permit advanced students to select their own projects with close supervision.

      3. Advanced Secondary: This student is to be required to select, design, and plan his projects. The instructor must see that projects increase in complexity. Projects can be personal, home, shop and living unit. Projects done outside the above projects must be approved by the instructor.

   B. Material Used

      1. Intermediate student: Material is selected by instructor.

      2. Secondary student: Material is selected by student, approved by the instructor.

      3. Advanced student: Material is selected by student, approved by the instructor.

   C. Plan of Procedure: Only advanced secondary students are required to complete a maximum of five plan of procedures.

II. Layout

   A. Tools: All the students must be continuously instructed in the use of layout table.

      1. Rules

      2. Gauges

      3. Squares

   B. Projects

      1. Intermediate: Students will do very little layout. The instructor will allow use of tenplates constructed of wood to do most of their laying out.

2. Secondary: Students will be instructed in making and use of tenplates. They will also be required to layout projects without tenplates.

3. Advanced secondary: Students will be required to layout all projects through use of proper tools.

III. Cutting Stock with Saws

A. Hand saws: This applies to all levels of students.

1. Crosscut saws: Used to cut across grain of wood.

2. Ripsaw: Used to cut with grain of wood.

3. Miter saw: Used to cut various angles of back saw fitted to a metal frame.

4. Backsaw: Used for fine cutting or where a straight even cut is required.

5. Coping saw: Uses fine teeth for cutting curves.

6. Keyhole saw: Uses fine teeth and narrow blade for cutting curves.

B. Power Saws: To be used by Advanced Secondary Students.

1. Jigsaw: Power driven tool to cut curves.

2. Table saw: Cut to length, width, and various types of joints.

3. Portable electric saws: Cut stock to length and width.

4. Band saw: Used to cut curves and resawing.

IV. Filing and sanding

A. Filing is to be taught on the intermediate level and reviewed in advanced classes.

1. Wood file: smooth cutting

2. Rasp: roughing off surfaces

B. Sanding: Hand sanding is taught to intermediates. Sanding with machines is taught in secondary and advanced classes.

1. Disc sander: Circular piece of sandpaper

2. Belt sander: Sanding flat surfaces, old finishes, and dressing finishes

3. Orbital sander: Finish sanding

V. Drilling

   A. Hand drilling: Taught to intermediate students.

      1. Bit brace: Used for holding all kinds of boring tools

      2. Hand drill: Used in driving twist drills for small holes

   B. Power Drilling: Taught to secondary and advanced secondary students

      1. Drill press: Used for drills, bits, plug cutters, and many other attachments.

      2. Portable drill: Used where drill press would be inconvenient

VI. Shaping on Lathe: This is taught to secondary students in simple terms. More involved training is done by advanced students.

   A. Lathe: Used for turning and shaping wood in circular forms

   B. Turning Chisels: Used for cutting wood

   C. Face plate turning: Bowls, dishes, candle holders, etc.

   D. Between Centers: Lamps, legs, etc.

VII. Joinery and Fastening

   A. Joinery: Connecting wood for purpose of extending dimensions or changing directions. It is taught at all levels of Industrial Arts.

      1. Butt joint

      2. Dowel

      3. Miter

      4. Lap

      5. Dovetail

   B. Fastening:

      1. Wood glue: Used for joining and reinforcing pieces of wood

      2. Nails: Common nails are used for general work. Finishing nails are used when it is undesirable to have nails showing.

      3. Screws: Used when greater strength than nail is required.

      4. Other types:

         a. Corrugated - joins two boards
         b. Dowel - used for butt joints
         c. Mending plates - used for joining or reinforcing a joint

VIII. Assembling: In assembly a trail run must be made to insure proper fit. The type fastener should be chosen. If it is necessary to glue, the proper clamps must be chosen.

IX. Finishing: Wood finishing is application of selected stains, fillers, varnishes, paints, waxes to wood.

A. Methods

1. Brushing: Students of the intermediate level are to be issued a brush and instructed in proper techniques of its use.

2. Spraying: Secondary and advanced students are to be instructed in proper use of spray gun. Secondary students must always be observed while using spray gun.

B. Types of finishing material

1. Paints: The intermediate student is to be restricted to use of paints because of its cover-up qualities.

2. Oil stains: Secondary and advanced students are allowed to use stains.

3. Woodfitter: Secondary and advanced secondary students are allowed use of woodfitter.

4. Varnish: Secondary students should be constantly supervised in the use of varnish. Advanced students are permitted free use of varnishes.

5. Lacquer: It is limited to only advanced secondary students.

ARTS AND CRAFTS

OBJECTIVES:

1. To develop some skill in use of one's hands in developing simple projects.
2. Develop an interest in a potential hobby for leisure time.
3. To develop an interest and appreciation for handwork.
4. To provide an outlet for physical or mental tensions and frustrations.

ART METAL

I. Objectives

1. To develop basic skills in use of hand tools.
2. To develop knowledge of metals
3. Understanding of safe practice in metal work.
4. How raw materials are turned into finished products.

II. Forming metals by beating down; Students that have completed work in craft sticks, paint by numbers, and tint and tack will be allowed to work in art metals. Usually these are secondary or advanced students.

A. Selection of Project.

1. Must complete required project
2. Then must be encouraged to select next project of a more complex nature.

B. Material: Decided on by availability and instructors advice.

C. Work out plan of procedure:

D. Methods

1. Beating over form blocks. This is for intermediate students
2. Beating down over stakes. This is limited to secondary students.

E. Procedure

1. Form Block

   a. Make block of exact size of project
   b. Select and cut metal
   c. Center metal on form
   d. Select hammer
   e. Mark outline
   f. Strike in center and work counter clockwise
   g. Remove and cut off excess
   h. File edges and finish

2. Stakes

   a. Chose stake
   b. Select and cut metal
   c. Clamp stake in vise
   d. Choose hammer
   e. Flip project and remove wrinkles
   f. Straighten dents
   g. Polish

III. Metal Enameling: This is limited to the higher intermediates.

A. Selection of project: This is left to student through which he is encouraged to select a useful project.

B. Material and Tools

1. Sheet copper
2. Copper kits
3. Silver (when available)
4. Agan
5. Simps
6. Files
7. Pickle solution
8. Sheet wool
9. Wet or dry sandpaper
10. Tweezers
11. Kiln
12. Enamel

C. Procedure

1. Cut metal to size if not prepared
2. Burn edges
3. Clean with pickle
4. Apply agan
5. Apply enamel
6. Transfer to kiln
7. Remove when enamel is shiny

CERAMICS

I. Objectives

  A. To develop appreciation and ability in ceramics

  B. To understand sources and use of ceramics

  C. Develop skills

II. Planning and methods: Slip casting is one of the more simple forms of ceramics. For this fact and that of not overlapping the art curriculum this curriculum is concerned only with slip casting. First desired mold is selected and filled with prepared slip. When the desired thickness of the walls has been obtained, the excess is poured out. The mold is allowed to dry until it can be separated.

III. Hand tools and equipment

  A. Hand tools

    1. Fettling knife: Used for trimming excess clay.

    2. Modeling tools: Used for shaping and designing

    3. Sponge: Used for absorbing excess water and smoothing work.

    4. Brushes: Painting designs and brushing on glazes

    5. Finishing Rubber: Used for smoothing and finishing.

  B. Equipment

    1. Kiln: Used for firing ceramic ware

    2. Kiln shelves and supports: Used in stacking ware

    3. Spray gun: Used for applying glaze, etc.

    4. Molds: Used with slip

IV. Finishing Methods

  A. Painting: Glaze should be hard on several coats

  B. Spraying: This should give even coverage

V. Finishing Materials

  A. Underglaze: Are applied similar to water color

  B. Glazes: Is the finish over the clay body.

VI. Firing and Kiln Maintenance (to be used by instructor)

A. Kiln Firing

1. Greenware: May be loaded on top of each other

2. Glazed bisque: Must not be touched when loaded through use of stilts.

3. Firing: Should be done with use of pyrometric covers. The heat should be raised gradually when possible

B. Removing ceramic ware

1. Opening Kiln: Must be allowed to cool over night. When door is opened, it should be done slowly.

2. Unloading: Use protective gloves when unloading. Rough edges should be sanded off the pieces.

LEATHERWORKING

Leatherworking Objectives:

1. To promote safety habits in the use of leather tools and equipment.
2. Develop knowledge of leather industry and its role in industrial environment.
3. Teach kinds of leather.
4. Teach kinds of substitute.
5. Develop appreciation of leather.
6. Develop skills in the use of tools.

Related Information:

I. Designing and planning tools and supplies tools

   A. Selection of project

      1. The projects should be those chosen by the instructor. They should indicate the basic operations of assembly, fastening and furnishings. Desiorus bits should be available for this learning level of work.
      2. Secondary: The projects should also be required at first but as students progresses he may choose next project with template to cut with under close supervision.
      3. Advance Secondary: The student is to be required to select, cut out, assemble, lace and finish project. These projects must be approved by instructor.
      4. Tools and Supplies

         a. Bevel point knife: Used for cutting leather and for skiving.

         b. Scratch awl: Used for laying out, opening thong slits and piercing lightweight leather.

         c. Tracer: Used for tracing designs upon leather and for fine stippling.

         d. Square: Used for measuring.

         e. Modeler: Small end is used for tracing designs upon leather tooling, and stripping, flattened and used for modeling.

         f. Deerfoot Modeler: Used for putting down backgrounds beveling, depressing outlines, and getting into small places.

- g. Ball-end Modeler: Used for embossing and stripping.
- h. One-prong chisel: Used to make slits for lacing at corners. Size 3/32" and 1/8".
- i. Four-prong thanging chisel: Used to make cannally spaced slits for lacing. Size 3/32" and 1/8".
- j. Revolving punch: Used for punching round holes.
- k. Round drive punch:
- l. Snap button fastner:
- m. Eyelet setter:
- n. Edge beveler:
- o. Edge creaser:
- p. Harness Needle:
- q. Lacing pliers:

5. Fundamental Operations

   a. Laying out leather

      1. Laying out and cutting leather for a design
      2. How to store sharpened and condition tools.

   b. Preparing leather for tooling and carving

      1. How to moisten leather
      2. How to outline tooling
      3. How to use embrossing
      4. How to do carving

   c. Finishing edges

      1. How to use edge tool
      2. How to skive leather
      3. How to stretch and form leather
      4. How to fold leather
      5. How to lace with double buttonhole stitch

   d. Finishing and Care of projects

      1. How to apply finish
      2. How to care for article

   e. Projects to make

      1. Car key case
      2. Luggage tags
      3. Bookmarkers
      4. Eyeglass case
      5. wristwatch straps
      6. Checkbook cover
      7. Knife sheath
      8. Billfold
      9. Purses and lamps

ADDITIONAL CRAFTS

I. Planning:

  A. Selection of project: Students must select projects and materials

  B. Individual instruction: The teacher will determine proper procedure

  C. Course scope: These crafts are limited to intermediate students.

II. Popsicle sticks:

  A. Baskets: Can be made by following prepared molds.

  B. Lamps and shades: Lamp bodies may be made free or by prepared mold. The shade is variation of the round basket.

  C. Jewel or cigarette box: Usually free formed.

III. Paint by numbers:

  A. Teacher may point out special instructions for the particular project.

  B. Painting: Use correct number paint. Brush should be cleaned between changes of color.

IV. Gimp Braiding:

  A. Lanyards: four strand braiding

  B. Key or watch strap: Use small scale of lanyard

  C. Bracelet: Facing around a short length of metal strap

V. Spool Knitting: Use common thread spool with four nails in one end; the twine is wrapped around the nails and then knitted off the nails.

VI. Tack-n-Tint: The project is water colored, tacked together and protective varnish applied.

SMALL GASOLINE ENGINE REPAIR AND MAINTENANCE

I. Purpose. To teach students how to get out and stay out of trouble by avoiding conditions that cause trouble.

II. Objectives

- A. Prevocational
- B. Knowledge of use of various tables and tools
- C. Understanding performance of engines
- D. Ability to service engines
- E. Ability to maintain and repair engines

III. Tools and Materials

- A. Valve spring compressor
- B. Piston grove cleaner
- C. Piston ring compressor
- D. Ridge reamer
- E. Valve grinder
- F. Valve refacer
- G. Gear puller
- H. Set screw drivers
- I. Set box wrenches
- J. Set socket wrenches
- K. Set pliers
- L. Allen wrenches
- M. Punches
- N. Oil can
- O. Gas can
- P. Exhaust system
- Q. Repair parts

IV. Course Outline

- A. Basic Operating principles

1. Electrical System
    a. magnets
    b. coil
    c. points
    d. condensor
    e. high tension wire
    f. spark plugs

2. Carburator
    a. air inlet
    b. gas inlet
    c. needle-valve
    d. float
    e. idle adjustment

3. Combustion system
    a. piston
    b. valve
    c. intake
    d. exhaust

4. Cooling system and lubrication
    a. air cooled
    b. water jacket
    c. oil
        1. splash method
        2. pump method

5. Internal assembly
    a. crankshaft
    b. camshaft
    c. oil pump
    d. connecting rod
    e. piston
    f. valve filter
    g. exhaust port
    h. cylinder head
    i. intake valve
    j. flywheel
    k. spark plug

B. Repair and maintenance

1. Trouble shooting
    a. check magnets system
    b. check carburator
    c. check compression

2. Reconditioning. Limited to replacing worn or useless parts.

3. Tune-up
    a. check and replace

        1. points
        2. plugs
        3. condensor

    b. Adjust carburator

4. Lubrication

    a. change oil
    b. clean breather

SMALL ELECTRICAL APPLIANCES REPAIR AND MAINTENANCE

I. Purposes. To teach the students how and why they should be able to repair electrical appliances.

II. Objectives

   A. To teach fundamentals of electrical safety.

   B. To develop consumer knowledge

   C. To teach proper methods of repair and maintenance

III. Tools and Materials

   A. Micrometer calipers

   B. Screwdrivers

   C. Wrenches

   D. Pliers

   E. Hammers

   F. Vises and Clamps

   G. Screws and Bolts

IV. Cutting, Drilling, and Treading of Metals. It is occasionally necessary to cut, form, and thread metal when making replacements and alterations. The tools and methods as follows:

   A. Files and Filing

      1. Tooth Pattern
      2. Contours of files
      3. Filing soft metals
      4. Filing hard metals

   B. Hack Saws

      1. Tooth pattern
      2. Cutting method

   C. Cold Chisels

      1. Sizes of Chisels
      2. Types and purposes of Chisels
      3. Methods of use

   D. Drills and Drilling

      1. Different sizes and types of drills
      2. Marking
      3. Drilling

E. Thread Cutting

1. Sizes of tags and dies
2. Method of cutting and Lubrication

V. Soldering and sheet metal work. Soldering is used for points between electrical wires and for fastening wires to other parts.

A. Solder

B. Flux

C. Heat

1. Soldering irons
2. Blow torches

D. Soldering Methods

1. Wiring techniques
2. Metal seams and patches
3. Sevating joints

VI. Trouble shooting. Most household appliances are electrically operated. The behavior of electricity should be covered and methods of locating the trouble.

A. Electrical troubles

B. Testing circuits

1. Open circuit
2. Grounded circuit

C. Cords and Plugs

1. Fastening the wall plug
2. Underwrites knot
3. Checking for frayed or broken cords

VII. Repair Methods for appliances

A. Removing parts. Check parts making sketches and notes of assembly

1. Screws and nuts
2. gears and other parts on shafts
3. Cutter pins

B. Appliance drives

1. Gears
2. Belts and Big Pulleys

C. Appliance Lubrication

1. High speed lubrication
2. Low speed Lubrication
3. Clutch, warn gears, shaft collars, and etc.

VIII. Bells and Chimes. Many homes have signals for warning or attention.

A. Types

1. Vibrator Bell
2. Buzzer

a. A. C.
b. D. C.

B. Methods of connecting batteries

C. Troubles and remedies

1. Loose terminal connections
2. Faults in press buttons
3. Dirty or corroded buttons
4. Battery faults

IX. Electrical toasters, perculators, and waffle irons

A. Heater elements and their replacement

B. Automatic toasters

1. Timers
2. Thermostate

C. Adjustments for toasting

V. Electric Flatirons

A. Heating circuits

B. Repairing terminals

C. Checking insulation

MASONARY

I. Purpose. The purpose of this course is not necessairly develop the art of brick laying in the mentally retarded, but is intended to develop basic skills and knowledge in masonary that will enable the individual to hold a job as brick layer helper or any other related job.

II. Objectives

   A. Vocational

   B. Develop knowledge of various tools

   C. Develop knowledge of types of masonary

   D. Develop specific skills.

III. Tools and Materials

   A. Trowel

   B. Brick hammer

   C. Jointer

   D. Level (4 ft.)

   E. Line level

   F. Corner blocks

   G. Masonary cord

   H. Brick chisels

   I. Brick

   J. Mortar

   K. Sand

   L. Wall reinforcing

   M. Rubbing stone

IV. Procedure. The instructor is advised to follow the course in this order . When necessary, the instructor will have to repeat a section until students are familiar with the aspects.

   A. Historical

      1. Early brick making
      2. Brick making in America

   B. Brick Clays

   C. Brick Making

1. Methods
2. Brick making machines

D. Mortar

1. Composition
2. Kinds
3. Mixing and handling

E. Handling the materials

1. Treatment of brick
2. Location of brick
3. Scaffolding

F. How to lay brick

1. Terms
2. Applying mortar
3. Use of trowel
4. Throwing the mortar
5. Cutting off

G. Bands and Banding

1. Definition
2. Brick for banding
3. Classification

H. Patterns in Brick wall

1. Patterns
2. Treatment

I. Corners and Intersections

1. Corners

   a. starting
   b. bats

2. Intersections

   a. stopped intersections
   b. continued

J. Rectangular Openings

1. Treatment of bands at openings

2. Windows

3. Doors

4. Lintels

K. Forms, Concrete Work: This area is suggested as possible employment in line of post making, step making, etc.

1. Laying out
2. Quantities
3. Steps
4. Floors
5. Walks

PRACTICAL CARPENTRY

I. Purpose. The purpose of this course is to provide vocational training in the line of carpentry and carpenters helper.

II. Objectives

- A. Vocational
- B. Develop knowledge of various tools
- C. Develop knowledge of types of materials
- D. Develop basic skills

III. Tools and Materials: Those items not listed are offered in Industrial Arts.

- A. Framing square
- B. Hand saws
- C. Electric hand saw
- D. Common rules
- E. Rush pull rule
- F. Jack plane, Jointer plane
- G. Combination square
- H. Miter box
- I. Work horses (benches)
- J. Table saw
- K. Dewalt saw
- L. Router
- M. Mallets
- N. Chisels
- O. Nails
- P. Brushes
- Q. Paint
- R. Levels
- S. Lumber
- T. Surveyors instruments

IV. Procedure

A. Laying out

1. location
2. with square
3. with surveyors instruments

B. Foundation

1. shoring
2. footings
3. fillings

C. House frames

1. full frame
2. bottom frame
3. barn frames

D. Gutters and Sills

1. Types
2. Placing
3. Leveling and petting

E. Joint

1. Spacing
2. Types

F. Framework of Outter Walls

1. Corner
2. Layout
3. Bracing
4. Studding
5. Erecting

G. Openings and Partitions

1. Methods
2. Types

H. Roof Framing

1. Types
2. Construction

I. Porches

1. Framing
2. Construction

J. Insulation

K. Scaffoliding and Staging

1. Types
2. Construction

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LIBRARY

FOREWARD

Development of full library service can be a vital part of the institutional teaching-learning situation. The library's chief contribution to the school program lies in providing a pleasant, relaxed atmosphere for reading guidance, developing study skills and coordinating and providing many materials of instruction. A philosophy of service and practical suggestions will be set forth--not designed as a curriculum with a prescribed program but simply guides which might prove helpful. Many institutional libraries lack not only the degree of excellence in classifying and cataloging but also many basic tools which today are a part of public school and public libraries; so with this in mind, these suggestions are planned for flexibility. Portions of the lesson plans and suggested problems will not be adaptable to your program but possibly it can serve as a point of departure for establishing a library program to meet the particular need of each class.

(Note: In institutions where classroom teachers accompany their class to the library, the classroom activities and special interests may easily be continued. If library classes are the sole responsibility of the librarian, there is need for extensive pre-planning and teacher consultations to make the class in the library meaningful to the child and rewarding to the teacher and librarian. Except in rare instances, the children came to the library without pencil, paper or ideas. It is not a study period.)

AIMS

To make each child welcome. Make him feel that he is a very special individual who will be sharing library materials and some personal experiences.

To acquaint the child with the library idea, services and characteristics common to all libraries.

To teach the child specific skills which will enable him to get the maximum benefit from his use of a library.

To provide for the exercise of reading skills taught in the classroom through a variety of printed materials and audio visuals suited to the needs, interest and ability of the child.

To encourage self-expression by providing opportunities for the presentation of very informal oral book reviews, record reviews and story re-telling.

To provide such a variety of materials that the use of the library as a source of pleasure, knowledge and inspiration will become a habit.

To promote the regular use of library materials as a means for satisfying leisure time interest and activities.

PRIMARY

What is a library?
What do we find in a library?
(show record player, puzzles, visual aids, periodicals and other materials as well as books)

Why do we have libraries?

What kinds of libraries do we have?
(home, classroom, school, public)

How do we find books in the library for our enjoyment?

"Read" picture books.

What kinds of pictures are in our books? (real; make believe; colored; black and white; large; small)

When we see a picture, we can make up a story about it. Can we draw a picture when we hear a story? Listen to music?

When we act out a story, we are making a play. (play-acting) Let's write a play.

Shall we tell each other stories about our adventures? We are now authors! What are authors?

Music has rhythm. Do poems? What are rhymes? Let's share the ones we know.

Will some of you borrow these new books? "Read" them (picture books) and then tell us about them. Now we are having a book review.

What does the word "careful" mean?

How should we "take care of" books in the library? in the classroom? at home? (Care and responsibility is certainly important but overemphasis can instill fear and a lack of pleasure in borrowing books. We must remember, especially in institutions, that accidents do happen.)

Do you like to hear music? Our records have music and stories. We also have pictures, books and filmstrips about many of our records. Let's enjoy several.

Shall we "read" the magazines and find foods we like?

Viewing filmstrips; individual use of view masters and puzzles are easily incorporated into an interesting library period.

Plan a visit to the public library. Arrange for a tour and a storytelling or music period.

INTERMEDIATE

Why do we have libraries?

Who has visited a public library? another school library? Try to remember what you liked best in the libraries--books? magazines? records? Were they like the materials in our library? (Introduce library facilities and tools)

How should we "take care of" books and other library materials.

Can you read? a newspaper? Pick words and sentences you know. Underline them. Read local news to them.

Has anyone read a book? Tell us about it. You have given a book review sometimes called an oral book report.

What does the word "reference" mean?

What is an encyclopedia? What should we know about encyclopedias to make it easy for us to use them?

What does the dictionary tell us other than the spelling of a word?

Do you know that the word "freedom" means? Courtesy? What place do "freedom and Courtesy" have in the library.

Who knows a story to tell the class? Share favorites.

Did you know we have different kinds of books? Story books, picture books, reference books. (explain where different kinds are located)

Books are used to give pleasure and information.

Music has rhythm. What is rhythm? Let's listen. Mention titles, ask for favorites. Include storytelling and regular tunes.

Encourage browsing. Postal cards could be written. Plan a visit to the public library.

SECONDARY

Review basic library skills learned in lower levels. What do these words mean? "resources", "periodicals", "care of materials", "courtesy".

Why do we have school libraries and public libraries?

What is the library card catalog? How is it used? Explain usage. Who has used the card catalog?

Why do we use encyclopeidas? Review usage. Does preparing a report mean copying?

Have you used pamphlets? periodicals? newspapers? In the newspaper note the sports news, weather, headlines, local news, classified ads, funnies.

What type of information is found by using these reference tools? Atlas, globe, almanac.

Did you know we read and use different materials for different reasons and in different ways? One source of reference does not contain all the materials related to a specific subject.

We read for information and for pleasure.

Do you like to read books. Tell us your favorite books. Tell us about the book.

Have you ever been a member of a library club? (one could be formed)

Has anyone ever visited the local public library? Plan a trip to the library, visit the areas especially interesting to young people. Stress the importance of the library as an individual aid and friend not only for one as a student but after formal education has been completed. Discuss the library card, self-reliance and independence. Encourage browsing.

Postal card or letter writing could be done.

THE LIBRARY CARD CATALOG

Lesson Plan

AIMS: To introduce the card catalog as the index of the library.
To introduce children to the use of the library card catalog.

MATERIALS: Books of interest to children of specific group level.
Library card catalog
Chalkboard (or poster paper)
Large fascimilies of library catalog cards - authors, title, subject.
Filmstrips (if desired, available from library supply houses and educational free film companies)

PROCEDURE: Have author and title of book written on chalkboard together with such words and phrases as:

alphabetical
index
subject
author
title
and others

Introduce the book being used giving title and author. Talk with the children about the book's subject matter. Emphasize that there is probably more books in the library about the same subject. How can we tell? Explain that the card catalog is the index of the library. Show card catalog. Based on what has already been learned from using the dictionary and the index in textbooks, notice that the arrangement of the card catalog is like the textbooks and dictionary--alphabetically arranged. Sometime the library card catalog is called a dictionary card catalog. Use the letter guides on the outside of each drawer or sometimes in small libraries, the letter inside the drawer to find the subject you are interested in. EXAMPLE: Birds - look under the letter B. There are 3 ways in which we may locate books--By looking for the last name of the Author on the top line of a catalog card. By looking for the first important word of the Title on the top line of a catalog card. By looking for the subject on the top line of a catalog card. These cards are called AUTHOR, TITLE and SUBJECT cards--show cards. These cards are arranged in one alphabet by the first word on the top line, except ofr the little "throw away words--A, An and The which you pretend are not there".

ACTIVITIES: Find out how many books about North Carolina the library has. Find the author of a book when you know the title and find the title of a book when you know the author.

STORYTELLING

Lesson Plan

AIMS: To assist in the school's reading readiness program. To encourage self-expression. To create an interest in reading by a repetition of rhythmic words.

MATERIALS: The book
Other pictures of book's subject filmstrips and records if desired.

ACTION: Stress incidents in the story which will appeal to the level of the children, use facial expression, vocal variations, encourage spontaneous participation, use rhyme and word repitition.

RELATED ACTIVITIES: Talk about incidents of which they are familiar that might relate to the story. Draw pictures to display relating to the story.

Other lesson plans might include: The Book Talk, Poetry For Enjoyment, Using Audio Visual Materials, The Library Club or Book Club and Parts of A Book.

THE ENCYCLOPEDIA

Lesson Plan

AIMS: To teach why, when and how to use the encyclopedia

MATERIALS: Encyclopedias (more than one set is helpful)

PROCEDURE: The lesson may be taught through use of games, visual aids, actual reference experience or combinations of all. Play a game (as introduction). Divide class into teams of four each. Select a category: fish(or any other common area). The librarian will call upon a specific team - 1,2,3,4, etc., and team members who know the name of a fish will raise their hands. Librarian will call on one team member. If the answer is correct, that team scores one point; if incorrect, none. The librarian will keep score and order. As the game continues, the librarian will call on each team in turn, continuing until all teams have had the same number of chances to score. After exhausting the category, the librarian will announce the winning team and tell the class where illustrations of fish may be found in the encyclopedia. Allow the winning team to find these pictures, show them to the class and discover names and pictures of ones not mentioned in the game.

Introduction to encyclopedia usage could also be begun by having the word encyclopedia identified by using the dictionary, discussing the definition and comparing these two reference tools. It is also advisable to note revision dates or the latest copyright date. Explain alphabetical order of listing, alphabet and number on book spine.

OTHER ACTIVITIES: Examine together the various sets of encyclopedias available and point out similar characteristics. Interesting comparsions might be noted in the kind and amount of information the different encyclopedias furnish in these areas: Bat, April Fool's Day, Mole, Dog.

Discuss Cross-reference.

Discuss a Report.

The classroom teacher could assign a topic to each relating to a current lesson.

LIBRARIAN-CLASSROOM TEACHER ACTIVITIES
(To be developed together)

Ask the children to choose their favorite picture book for pleasure reading, give reasons for their preferences and write letters (teacher or librarian) reporting this activity to the illustrators or author.

Bulletin boards in the library or classroom could be prepared using books or library materials as the theme.

Plan the writing and illustrating of a picture book as a class project.

Have a class work out a dramatization of a picture book story.

Visit the public library and borrow books and other materials for special projects and interests not available in the school library.

Some lesson plans or teaching units are often desirable planned around a subject which is being studied in the classroom as a continuation of the class lesson.

MUSIC

Music

The basic objective in music should be of a recreatory nature, enjoyment and appreciation. Accomplishment in music should include:

1. Developing an interest in and an appreciation for music.
    - a. Music appreciation should certainly include exposure to certain classics which are excellent for listening to develop sensitivity for different moods and feelings.
    - b. Because of the popularity of T.V., concerts, movies, the music repertoire should include the popular, folk and broadway songs.
2. Teaching the necessary skills to enable children to enjoy music through participation.
3. To enable children to experience a measure of success, or a feeling of accomplishment.
4. Teaching children to follow directions, learning responsibility, developing social graces etc.
    - a. Music is most enjoyable and best learned in a social situation.
5. Assisting the children in their academic work.
    - a. Determine the children's interest.
    - b. Select material to introduce interest.
    - c. Stimulate interest through rhythms, rhythm instruments, finger plays, listening experiences and creative experiences.
    - d. Select materials and songs pertinent to reading level.
6. To aid the children through music therapy to overcome emotional difficulties.

MUSIC FOR KINDERGARTEN AND PRIMARY CHILDREN

1. singing games
2. action games
3. Nursery rhymes
4. simple hyms
5. easy patriotic songs
6. finger painting or drawing while listening to records
7. rhythm band
8. listening to musical stories
9. sound discrimination
10. songs for children with special needs

MUSIC FOR INTERMEDIATE CHILDREN

1. singing games
2. action songs
3. nursery rhymes
4. dramatizations
5. hyms, spirituals
6. patriotic songs
7. simple folk dances
8. melody bells
9. tonettes or song flutes (special class)
10. drawing, cutting and pasting to music
11. musical stories
12. rhythm band (special class)
13. popular music
14. sound discrimination
15. songs for children with special needs
16. responsive songs
17. Intruments
    - auto-harp
    - guitar - special class
    - melodicas - special class

18. field trips to concerts and concerts at school

MUSIC FOR SECONDARY AND ADVANCED SECONDARY CHILDREN

1. songs: part songs
    - spirituals
    - rounds
    - folksongs
    - patriotic songs
    - broadway hits
2. responsive songs
3. music appreciation
    - folk music
    - light classical music
    - becoming familiar with the instruments of the orchestra:
        - Peter and the Wolf
        - Tubby the Tuba
        - The Little Fiddle, etc.
    - field trips to concerts, concerts at the school

4. instruments
    - recorders - special class
    - melodicas - special class
    - auto-harp

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Thirty Rhythmic Pantomines	A. C. Riley and J. L. Gaynor	John Church Co. Bryn Maur, Pa.
Mother Goose Rhymes	Ruth Karb	F. W. Owen Pub. Co. Dansville, N. Y.
Music For Living Series Kindergarten - VIII	Mursell, Tipton Landeck, Norholm	Silver Burdette
Scrapbook of Songs	Instructor's Guide	F. W. Owen Pub. Co. Dansville, N. Y.
American Folk Songs for Children	Seeger	Doubleday
American Folk Songs for Christmas	Seeger	Doubleday
Finger Play	M. Miler, P. Zajan	G. Schrimer, N. Y.
Fred Waring Book	Arr. by H. Ader	Shawnee Press
Cokesbury Hymnal		
Songs by Mr. Small	Lois Lenshi	Oxford
Singing Time	S. Coleman, Thorne	John Day Co.
Fun With Music	Nelson, Barnett	Alman, Whitman Co.
Let's Sing and Play	E. Crowninshield	Boston Music Co.
The Sing and Play Book	E. Crowninshield	Boston Music Co.
Stories that Sing	E. Crowninshield	Boston Music Co.
Music for the Young Listeners	Lillian Baldwin	Silver Burdett
The Golden Song Book	Katherine Wessells	Simon and Schuster, New York
Favorite Nursery Songs	Phyllis Ohanian	Random House, N.Y.
Songs of Stephen Foster	Will Earhart	University of Pittsburg Press Pittsburg, Penn.
Laughter and Song	Grayce Long	Boston Music Co.

Title	Author	Publisher
Curtain Calls for Joseph Haydn and Sebastian Bach	Opal Wheeler	E. P. Dutton and Co.
Music to Remember	Lillian Baldwin	Silver Burdette
Negro Musicians and their Music	Maud Cuney - Hare	The Associated Pubs.
Music for Young Americans Second Edition	Berg-Kjelson-Troth-Hooley - Wolverton	American Book Co.
Peter and the Wolf	Serge Prokofieff	Alfred A. Knofe
Mary Poppins	P. L. Travers	Harcourt, Brace & World
Jack and the Beanstalk	Federico Santin	Meredith Press New York
Sing and Learn	John W. Antey	John Day Co., N.Y.
Action Songs for Growing Up	Ruth Norman	Mills Music Co., Inc. New York
Rhythm Is Fun	Catherine E. Strouse	Raymond A Hoffman Co.
Sing Sociability Songs for Camps, -Homes-Communities and Schools		The Rodeheaver Hall-Mack Co., Winina Lake, Indiana
On the Beat	J. L. Vandevere	Carl Van Roy Co. New York
Harmony Fun with the Auto-Harp	Beatrice Krone	Neil A. Kjos Music Co. Park Ridge, Ill.
Christmas Fun	Catherine E. Strouse	Raymond A. Hoffman
Salute to Music	Harry R. Wilson	Borsey and Hawks
Have Songs will Sing	Arr. by Harry Simerone	Shawnee Press Delaware Water Gap, Pennsylvania
Today's Tunes for Children	Angela C. Wiechard	Paul A. Schmitt Music Minneapolis, Minn.
Sing - Along with the Hohner Melodica	Arr. by John Warrington	Vincent M. Sherwood
Music of Today	Arr. by Harry R. Wilson	Harms Inc.
Tunetime for Teentime	Arr. by Irvin Cooper	Carl Fischer

Title	Author	Publisher
Do it Yourself Songs	Betty Barlow	Shawnee Press Inc., Delaware Water Gap, Pennsylvania
Rhythm Sing Along with Mitch Miller - Song Album	Arr. Jimmy Carroll	Harms Inc. N. Y., N. Y.
3 to Make Music	Fred Waring Workshop	Shawnee Press, Inc. Delaware Water Gap, Pennsylvania
Glee Music for Treble Voices	R. Gibbs and H. Morgan	C. C. Birchard and Co., Boston, Mass.
A Musical Picture Book	Rachel Cummings	Raymond A. Hoffman Co., Chicago, Ill.

Records

Title	Publisher	R.P.M.
Sing "N Do Songs Album I	Evelyn Atwater	45
Dance A Story Albums I-IV	R.C.A.	45
Mary Poppins (Walt Disney)	Vista	33 1/3
Deep River (Robert Shaw Chorale)	R.C.A.	33 1/3
Thirty Favorite Songs of Christmas with Chimes and Chorus	Walt Disney	33 1/3
Songs from New Music Horizons Grade I-VI	Silver Burdett	78
Music for Young Americans Kindergarten - VII	American Book Co.	78
Birchard Music Series Kindergarten Albums I & II	Bowmar Records	78
Creative Rhythm for Children	Phoebe James	78
Song Dramatizations for Children	Lois Raebeck Classroom Materials, Inc.	33 1/3
Johnny Can Sing Too Vol. I & II	Lois Raebeck Classroom Materials, Inc.	33 1/3
Action Songs and Rounds	Honor Your Partner Educational Activities Freeport, N. Y.	33 1/3
Songs for Classroom Activity and Singing	Classroom Materials, Inc. Great Lake, N. Y.	33 1/3
Creative Music for Exceptional	Classroom Materials, Inc.	33 1/3
Echo Songs and Rhythms	Classroom Materials, Inc.	33 1/3
Classroom Rhythms	Classroom Materials, Inc.	33 1/3
Rhythms for Exceptional Children	Classroom Materials, Inc.	33 1/3
Finger Play	Classroom Materials, Inc.	33 1/3
Mother Goose Songs	Frank Luther	78
Kindergarten Songs and Rhythms	Margaret Crain	33 1/3

Title	Publisher	R.P.M.
Activity Songs	M. Berman	33 1/3
Sing A Song of Neighborhood	Bowmar Records	78
Songs for Very Easy Descants	Bowmar Records	78
One To Ten & ABC	Children Series Decca	78
Every Day We Grow	Decca	78
The Circus	Young Peoples Record	78
I'm Dressing Myself	Young Peoples Record	78
Songs About Animal Birds for Children	Dorothy Olson	33 1/3
Learning As We Play	Folkway Records	33 1/3
More Learning As We Play	Folkway Records	33 1/3
Children Sing - Long	Frank Luther	33 1/3
American Play Parties	Pete Seerar	33 1/3
Danny Kaye for Children	Decca	33 1/3
Thanksgiving and Easter	Bowmar Records	33 1/3
Rhythmic Holiday Series	Children's Music Center	33 1/3
Alice In Wonderland and Filmstrip	Caedmon	33 1/3
The Soreerer's Apprentice & Filmstrip	R.C.A. Victor	33 1/3
Pecos Bill & Filmstrip	Camden	33 1/3
Johnny Appleseed & Filmstrip	Camden	33 1/3
Peter Pan & Filmstrip	R.C.A.	33 1/3
Ichabod & Filmstrip	Decca	33 1/3
Rip Van Wrinkle & Filmstrip	Decca	33 1/3
Peer Gynt and Carnival of the Animals	R.C.A.	33 1/3
The Sleeping Beauty & Filmstrip	Jam Handy	33 1/3
Hansel and Gretal & Filmstrip	Jam Handy	33 1/3

Title	Publisher	R.P.M.
The Bartered Bride & Filmstrip	Jam Handy	33 1/3
The Nutcraker Suite & Filmstrip	Jam Handy	33 1/3
William Tell & Filmstrip	Jam Handy	33 1/3
The Princess and the Pea & Filmstrip	Jam Handy	33 1/3
Peter and the Wolf & Filmstrip	Jam Handy	33 1/3
Classics for Children	Capital	33 1/3
Musical Sound Books	Sound Book Press Society	33 1/3
Tiny Masterpiece for Very Young Listeners	Sound Book Press Society	33 1/3
Family Fun Records Arr. Boston Pop Fielder	R.C.A.	33 1/3
Music To Tell A Story By	Nat'l Symphony Orchestra R.C.A.	33 1/3
The Months Tchaikovsky-Arr. Morton Gould	Columbia	33 1/3
Children's Corner-Debussy - Played by Walter Giesking	Angel Records	33 1/3
Suite Bergamasque - Played by Walter Giesking	Angel Records	33 1/3
Toy Symphony	Young People's Records	78
Lullabies from Round the World	Children M. Center	33 1/3
Frank Luther Listening Time Stories		
Hans Christian Anderson Sung by Danny Kaye	Decca	33 1/3
America the Beautiful Arr. Robert Shaw Chorale	R.C.A.	33 1/3
Patriotic Songs - Album	Follett	78
Marion Anderson Spirituals	R.C.A.	33 1/3
A Christmas Carol	Decca	33 1/3
Mr. Pickwick Christmas	Decca	33 1/3
Pops Christmas Party	R.C.A.	33 1/3

Title	Publisher	R.P.M.
Christmas Sing - A - Long With Mitch	Columbia	33 1/3
Christmas Carols With Easy Descants	Bowmar Records	78
Christmas Carols and Hyms Arr. by Robert Shaw	R.C.A.	33 1/3
Frosty the Snowman and Rudolph the Red Nose Reindeer	Decca	33 1/3
We Wish You A Merry Christmas	Young People's Record	78
Pete Seegar - Children's Concert at Town Hall	Columbia	33 1/3
Belafonte	R.C.A.	33 1/3
Rhythms With Oral Expression Album 7	Ed Durlacher	33 1/3
Holiday Dances-Album 20	Ed Durlacher	78
Primary Musical Games-Album 20	Ed Durlacher	78
E 71 Vol I.	R.C.A.	33 1/3
E 74 Vol. IV	R.C.A.	33 1/3
Rhythm Instruments	Ruth White	33 1/3
Marching Along Together	Decca	33 1/3
Marches - Bowmar Orchestral Library - Album 54	Bowmar Records	33 1/3
John Phillip Sousa Marches	Children Music Center	33 1/3
Instruments of the Symphony and Filmstrips	Jam Handy	33 1/3
Battle Hym of Republic and Star Spangled Banner & Filmstrips	R.C.A.	33 1/3
I Wish I Were	Record Guild	78
Babar Stories	Decca	78
Mary Doodle	Record Guild	78
Indoor When It Rains	Record Guild	78
Dumbo	R.C.A.	33 1/3

Title	Publisher	R.P.M.
Cinderella - A Musical Play in Four Acts	CRG	78
Ear Training for Middle Grades	Classroom Materials	33 1/3
Nursery Rhymes Games Folk Songs	Folway Records	78
Eensie Beensie Spider	CRG	78
The Down Town Story	Folkway Records	78
Kimbo Kids	Kimbo Records	33 1/3
Sound of Music	Sound track of movie	33 1/3

PREVOCATIONAL TRAINING

PRE-VOCATIONAL TRAINING

INTRODUCTION

Prevocational training is designed for students in the upper classes in the Trainable and Academic Schools. These students will attend classes part-time and the remainder of the day will be spent in prevocational training assignments. Special allowances will be made based on individual needs, differences and interests. Periodic evaluations will be made. Assessments of students will be made based on these findings. Long term training assignments will be sought for students who show special promise in a given training area.

OBJECTIVES

1. To help broaden students' knowledge of vocational opportunities that await him.
2. To help students become aware of the basic requirements he must meet in the world of work.
3. To help students gain a maximum degree of independence and self-support.
4. To help students gain and develop proper job attitudes, practices and skills to keep a job.
5. To provide students with prevocational job opportunities in a "life like setting."
6. To help students understand that good health and sound bodies are essential forthe world of work.
7. To promote and coordinate theories taught in the classroom to students through prevocational experiences.
8. To seek community job opportunities for students, especially the ones who will not enroll in the V.R. programs after leaving Academic or Trainable school.

TRAINING AREAS

The prevocational counselor will seek to develop jobs for training students among existing agencies on the campus according to the needs, interest, and abilities of students. A limited number of off campus jobs might be developed also.

Prevocational training consist of working in the following training areas at the present time:

I Boys

A. Shoe Shop
B. Farm

C. Academic School
D. Trainable School
E. Recreation Department
F. Barber Shop
G. Dairy
H. Laundry
I. Yards and grounds
J. Janitorial
K. Laundry
L. Hospital
M. Campus Store
N. Kitchen and dining areas

II Girls

A. Laundry
B. Hospital
C. Campus Store
D. Infirmary
E. Hospital
F. Beauty Shop
G. Cripple Children's Hospital
H. Academic School
I. Trainable School
J. Kitchen and dining areas

Instructional classes are held in the beauty shop, shoe shop, barber shop, and hospital. These classes meet one hour a day during the work period.

Individual instruction is given on the job to students in some areas. Through this method the personal weakness of the students can be dealt with.

While in the classroom, students are taught theory that they put into practice on their work experience assignments. The prevocational training therefore gives the students a chance to practice what they have learned in class on their jobs.

Note: Boys are not assigned to the barber shop on the rotational basis. However, they spend two hours in class per week with the training department barber and this time is spent studying good personal grooming.

RESOURCE PERSONS

The Vocational Counselor feels that formal and informal gatherings with students and persons successfully employed in jobs similar to their interest might prove to be a motivating factor in prevocational training. Special use will be made of former students of related centers who have been able to overcome handicaps and find their place in the community.

PREVOCATIONAL TRAINING

It is felt that every experience of the student should be a learning one. Therefore, prevocational training will be more effective if the student is able to learn how to do and why a job is done. In seeking to give job experiences to students, a limited amount of theory will be given. This information will be given by the supervising teacher or trainer. When needed the Prevocational Counselor might serve as a resource person, or render a direct hand in the training program.

PREVOCATIONAL TRAINING

IN SHOE REPAIRING

While the trainees are in the shoe shop, they will spend part of the day in class. During this time they might study the use and names of tools, supplies, equipment and procedures in fixing shoes. The remainder of the training time will be spent in the shoe shop learning to use the tools, supplies, and equipment in the process of fixing shoes. It is not expected that any of the boys will become finish shoe repairmen during this period of training.

1. Learn the Different Tools Used in This Trade and Their Purpose

A. List of Tools
   1. Shoe brush
   2. Oil can
   3. Large hammer
   4. Shoe last
   5. Belt knife
   6. Inking brush
   7. Leather rasp
   8. Tack hammer
   9. Hand stapler
   10. Skiving knife
   11. Tack nipper
   12. Belt punch
   13. Screw driver
   14. Heel lift
   15. Eyelet tool
   16. Rip knife
   17. Awl
   18. Tack puller
   19. Leather scratch
   20. Nail set
   21. Welt roller
   22. Cutting nips
   23. Groover
   24. Pulling nips
   25. Scissors
   26. Sharpening stone
   27. Dobber
   28. Snap tool
   29. Open end wrench

II. Learn the General Construction of the Shoe and Foot and the Individual Parts That Make Up the Shoe and Foot

A. Parts of a Shoe
   1. Quarter
   2. Lining
   3. Tongue
   4. Eyelets
   5. Vamp
   6. Tip

7. Outsole
8. Insole
9. Filler
10. Welt
11. Arch Support
12. Heel
13. Heel base

B. Parts of the Foot
1. Heel
2. Arch
3. Ball of foot
4. Toes
5. Instep
6. Ankle

III. Learn the Names, Types, and Sizes of Nails and their Use

A. Nails to be used in attaching heels
1. Rubber heel nails; sizes 7/8, 8/8, 9/9, 10/8
2. Attaching nails; sizes 6/8, 7/8
3. Top lift nails; sizes 5/8, and 19 and 20 guage

B. Nails to be used in attaching rubber and leather soles
1. Soling nails for rubber; sizes 4/8, 5/8, 6/8, 7/8
2. Clinching nails for leather; sizes 4/8, 5/8, 6/8, 7/8

IV. Learn the Names and Sizes of Heels that are used in a Shoe Shop

A. Men's Shoes
1. Half heel; sizes 9-10, 10-11, 11-12, 12-13, 13-14, 14-15
2. Whole Heels; sizes 9-10, 10-11, 11-12, 12-13, 13-14, 14-15, 15-16
3. Sport heels; sizes 8, 10, 12, 14, 16

B. Ladies' Shoes
1. Scoop heels; sizes 2,3,4,5,6,7,8,9, 11
2. Sport heels, sizes 1,2,3,4,5,6, 7
3. Boys heels; sizes 2,3,4,5,6,7
4. Top lifts; cut from leather or rubber

C. Children's Shoes
1. Sport heels; sizes 1,2,3,4,5,6,7
2. Boys heels; sizes 2,3,4,5,6,7
3. Leather heels; sizes 2,3,4,5,6

V. Learn the names and sizes of soles that are used in a Shoe Shop

A. Men's Shoes
1. Full soles; sizes 8, 10, 12, 14
2. Leather half soles; sizes regular, large
3. Rubber half soles; sizes 9-11, 13-15, 17-19

B. Ladies' Soles
1. Leather half soles, sizes standard, large
2. Rubber half soles; sizes standard, large

C. Children's Soles
1. Rubber half soles; sizes L G, 5, 7

VI. Learn to operate the finishing machine

- A. Sewing Rips
- B. Patching Holes
- C. Sewing Other Items

VIII. Learn the Procedures in Operating the Stitching Machine

IX. Learn to Clean and Polish Shoes Correctly

- A. Cleaning Shoes
  1. Applying proper type of cleaner
  2. Removing cleaner from shoes
- B. Polishing Shoes
  1. Applying proper type polish
  2. Buffing shoe with brush
  3. Buffing shoe with shine cloth

X. Learn to make simple repairs on the machinery

- A. Changing Needles
- B. Threading Machine
- C. Changing Sandpaper
- D. Cleaning the Machine
- E. Oiling Machinery

XI. Learn to Keep the Shop Clean and Keep the Supplies Stocked in a Systematic Manner

Prevocational Training In
Personal Grooming for Girls

During the training period in the beauty shop the trainees will spend one hour per day in lectures and watching demonstrations which will emphasize good personal grooming. The remainder of training time will be spent learning to use the equipment in the shop and practicing good grooming on themselves and each other. Some reading material is available in the shop for the students who want to do extra reading on personal grooming. The students are also encouraged to visit the Caswell library to find reading material on personal grooming. Visual aids and field trips are used to give the students additional experiences in personal grooming.

I. Learn the Items That Are Necessary for Good Personal Grooming and How They Are Used

  A. List of Items
    1. Brush
    2. Comb
    3. Bobbie pins
    4. Shampoo
    5. Cream rinse
    6. Emery boards
    7. Cuticle nippers
    8. Cleansing cream
    9. Lipstick
    10. Eyebrow tweezers
    11. Wave clips
    12. Scissors
    13. Razor
    14. Thinning shears
    15. Clippers
    16. Make-up

II. Learn How to Care for the Hair

  A. The Importance of Having Their Own Comb and Brush

  B. Shampoo Hair Once a Week or Twice if It is Needed

  C. Pin Curl Hair as Often as Is Needed to Make the Hair Look Nice

III. Learn How to Apply Make-up

  A. The Skin Requires Daily Care

  B. Different Types of Make-up Used
    1. Evening Make-up Should be a Deep Shade
    2. Street Make-up Should be a Light Shade

C. Make-up Should Always be Removed Before Retiring

IV. Learn How to Arch Eyebrows

A. Study the Face in Order to
1. Determine how much arch to give the brows
2. Know where to have the heaviest lines
3. Determine where the brows should begin and where they should end.

V. Learn How to Care for the Finger Nails

A. Manicure the Finger Nails Once a Week

B. Keep the Cuticles Push Back

C. Shape the Finger Nails to Fit the Shape of the Hand

D. The Edge of the Finger Nails Should be Filed Smooth to Prevent Them From Catching on Things and Splitting

E. Finger Nails Should be Filed Short for Some Types of Work

VI. Learn How to Care for the Feet

A. Select Well Fitting Shoes

B. Wear Shoes Suitable for the Occasion

C. Try to Have at Least Two Pair of Shoes

C. Care for the Toe Nails in the Same Manner as the Finger Nails

VII. Learn How to Care for the Body

A. Take a Good Bath Daily

B. Use a Good Deodorant

C. Shave Under the Arms

VIII. Learn How to Care for the Teeth

A. See the Dentist as Often as is Needed

B. Teeth Should be Brushed Twice a Day

C. Try to Use a Good Mouth Wash

Prevocational Training In
Personal Grooming for Boys

During this training period the boys will spend two hours per week with the training department barber, and this time is spent learning and practicing good personal grooming. During the classes the boys will study personal hygiene, hair care, skin care, proper clothing, dental care, and care of the hands and feet. Demonstrations will be given in the barber shop. Lectures, visual aids, field trips, and reading material will be used to teach the different units in personal grooming. Cosmetics are kept on hand for use in the classes, and the students are taught to use these personal grooming materials. The students are also encouraged to visit the Caswell library to find reading material on personal grooming.

I. Care of the Hair and Scalp

A. Have the Hair Cut as Often as Is Needed to Keep It Looking Nice
  1. Short hair
  2. Long hair

B. Shampoo the Hair Once a Week or More Often If Needed

C. Use Proper Shampoo and Hair Tonic
  1. Oily hair
  2. Dry hair

D. Ask a Barber's Advice About Dandruff and Other Hair and Scalp Disease

E. Visit a Barber Shop in Town
  1. Enter the shop and wait your turn
  2. Price of a hair cut

II. Care of the Face

A. Face Should be Kept Clean

B. Pimples and Blackheads are Normal for Young People
  1. Ask barber's advice about these and other skin diseases

C. Proper Use of Cosmetics
  1. Face cream
  2. Lotions

III. Proper Clothes

A. Wear Right Combination of Clothes
  1. Sport clothes
  2. Dress clothes
  3. Work clothes

- B. Keep Clothes Clean
- C. Keep Clothes Well Pressed
- D. Keep Shoes Shined

IV. Care of the Teeth

- A. Regular Visit to See the Dentist
- B. Teeth Should be Brushed Twice a Day
- C. Use Good Dental Cream and Mouth Wash

V. Care of the Finger Nails

- A. Keep Finger Nails Clean
- B. Cut Nails to Proper Length and Shape
- C. Do Not Bite Nails
- D. Keep Cuticles Push Back
- E. Finger Nails Should Be Filed Short for Some Types of Work

VI. Care of the Feet

- A. Wear Shoes Suitable for the Occasion
- B. Select Well Fitting Shoes
- C. Try to Have at Least Two Pairs of Shoes
- D. Care for the Toe Nails in the Same Manner as the Finger Nails

VII. Proper Care of the Body

- A. Take a Bath Daily
- B. Use a Good Deodorant
- C. Shave as Often as Needed

Prevocational Training In Hospital

I. When Sickness Occurs

- A. Provide for Safe Disposal of Waste
- B. Hand Washing Technique
- C. Wear a Cover-all Apron
- D. Observe Evidence of Illness
- E. Take Temperature, Pulse and Respiration
- F. Keep a Patient's Daily Record

II. The Patient Goes to Bed

- A. The Meaning of Bed Rest
- B. How to Conserve Energy of Both the Patient and the Nurse Through Proper Body Posture
- C. How to Make an Occupied Bed
- D. How to Make a Patient Comfortable in Bed
- E. How to Improvise Articles for Maintaining Comfort and Good Bed Posture

III. The Clean and Well Groomed Patient

- A. How to Give a Bedpan and Care of the Bedpan
- B. Prepare for and Give a Bed Bath
- C. Care of the Mouth
  - 1. Normal teeth
  - 2. False teeth
  - 3. Critically ill patients
- D. Care of the Hair of Bed Patients

IV. Food and Medicine Ordered by the Doctor

- A. How to Feed the Sick
- B. Appraise the Home Medicine Chest
- C. Give Medicines Accurately and in Accordance with the Doctor's Orders

V. Simple Treatments Ordered by the Doctor

  A. The Use and Care of the Hot-Water Bag and Ice Bag

  B. Giving an Enema

  C. Giving Steam Inhalations

  D. Applying Hot Moist Compresses

VI. Home Nursing and Civil Defense

  A. How to Get a Patient Up in a Chair and Back to Bed

  B. The Relationship of Daily Care of the Sick to Emergency Mass Care
    1. Observing injuries and illnesses resulting from modern warfare
    2. Observing patients receiving intravenous injections
    3. Caring for patients coming out of anesthesia
    4. Measuring and recording urine output
    5. Assisting with emergency delivery
    6. Providing recreation in an emergency shelter
    7. Assisting with admission and discharge of a patient to an emergency center
    8. Applying a dressing
    9. Inspecting throats

VII. Emergency Nursing and Survival

  A. Adopt Certain Home Nursing Procedures to Mass Care

  B. Improvise Articles to Use in Mass Care

  C. Learn What Supplies Should be Stockpiled at Home that Will Aid In Survival

VIII. Infant Care

  A. Bath

  B. Feeding

  C. Clothing

  D. Correct Holds for Lifting and Holding a Baby